



SOCW 2361: Introduction to Social Work

Fall 2024



Instructor Information

Instructor:

Kristin Mycke, LCSW

Office:

College of Arts and Sciences (CAS) 137
Telephone Number: (voice) 903-565-6579

Email Address (preferred method of communication): kmycke@uttyler.edu

Classroom: CAS 210

In-Person Office Hours:

Mondays and Wednesdays 1-2:30pm. and by appointment. Appointments recommended due to hybrid schedule.

Virtual Office Hours via Zoom: By appointment only.

Course Information

Time and Place of Class Meetings: In person Mondays/Wednesdays 4:05-5:30pm- **Pay close attention to class schedule as there are a few hybrid classes this semester.**

Participation in the Community Assignment, such as volunteering and/or attending in-person or virtual trainings, will be determined based on the student and volunteering agency(ies)' availability.

Description of Course Content: An overview of the history and development of social work as a profession. The course is designed to foster a philosophical, historical, and critical understanding of the social work profession, including social work values, ethics, and areas of practice utilized under a Generalist Intervention Model. (SOCW 2361 is included in the Social Work Field of Study.) This course provides a historical perspective on the development of the social work profession and identifies the generalist's social work base practice and associated foundations of values, ethics, professionalism, and fields of social work practice.

Course Overview: The purpose of this course is to introduce students to the profession of social work. The course surveys social work theories, beliefs, values, ethics, fields of practice, methods, special populations, and human diversity. The course will also introduce students to systems, theory, person-in-environment, and the Social Work Code of Ethics.

Student Learning Outcomes for SOCW 2361:

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2022):

1. Discuss the historical development of social work in the United States. Students will be able to articulate a beginning understanding of the mission, values and history of the Social Work Profession. Competency 1: Demonstrate Ethical and Professional Behavior
2. Distinguish the profession of social work from other helping professions. Students will be able to articulate a beginning awareness of the dynamic interaction between social work practice and research, the role of ethical social work research in informing practice, evidence-based intervention in policy and social service delivery. Competency 4: Engage in Practice Informed Research and Research-Informed Practice
3. Identify core values of social work as stated in the National Association of Social Worker (NASW) Code of Ethics. Students will be able to discuss the core Social work values of social justice, dignity and worth of persons, the importance of relationship, professional competence and integrity and demonstrate the ability to critically examine one's values and beliefs and evaluate the fit between these values and those of the Social work profession as put forth in the NASW Code of Ethics. Competency 1: Demonstrate Ethical and Professional Behavior
4. Identify the primary roles and functions of social workers (advocate, broker, facilitator, etc.). Students will be able to describe the roles and behaviors of a generalist social work practitioner. They will be able to explain the meaning of "context" of practice. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities; Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency
5. Identify practice settings where social workers function and articulate how these settings influence the roles of social workers. Students will learn the unique aspects of rural social work service provision in the East Texas Region. Students will engage in discussions on the various social service settings and professional practice in those settings including, but not limited to, children and family services, mental health, employee assistance, criminal justice, developmental disabilities, substance abuse treatment, adult and aging services

and medical care environments. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities; Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency

6. Describe the Generalist Intervention Model. Students will learn about the relationship that exists between human behavior across the lifespan and the social environment and the ways social systems in which people live promote or deter health and well-being. Students will be able to identify multiple frameworks, perspectives and theories that guide understanding of human behavior and practice including general systems theory, social constructivism, strengths perspective, eco-systems perspective, psychological and sociological theories, political perspectives and a cultural awareness of spiritual development across the life span. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities; Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

7. Describe how the Texas State Board of Social Worker Examiners Code of Conduct guides social work practice. Students will learn the licensure process for social workers in Texas and be able to describe how each licensure helps regulate and promote ethical and professional behavior. They will be able to discuss the importance of social workers' involvement in policy practice and commitment to advance social, political and economic justice, concerns of social welfare and social work. Students will be able to describe an introductory understanding of the history of contemporary social welfare policies and programs and the spectrum of political viewpoints which shape policy. Competency 1: Demonstrate Ethical and Professional Behavior Competency 5: Engage in Policy Practice

8. Describe how the NASW Code of Ethics guides social work practice. Demonstrate knowledge of the relationship between economic status and social and distributive justice for populations-at-risk including historical patterns of poverty in America, particularly related to racial and ethnic populations, women and children, and the elderly. Students will apply critical thinking, logic, scientific inquiry, and discernment. They will learn the importance of demonstrating creativity and the ability to communicate relevant information to others. Competency 1: Demonstrate Ethical and Professional Behavior. Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice. Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

9. Describe social work's goal of advancing human rights and justice. Students will discuss basic human rights such as freedom, safety, privacy, adequate standards of living, healthcare and education and explain the role of social work advocacy for equity in distribution of these rights across social groups and between nations. Students will describe a beginning understanding of the forms and mechanisms of oppression, theories and strategies to promote social, economic and civil rights. Explain the global interconnections and policies that impact at-risk and disadvantaged populations. Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

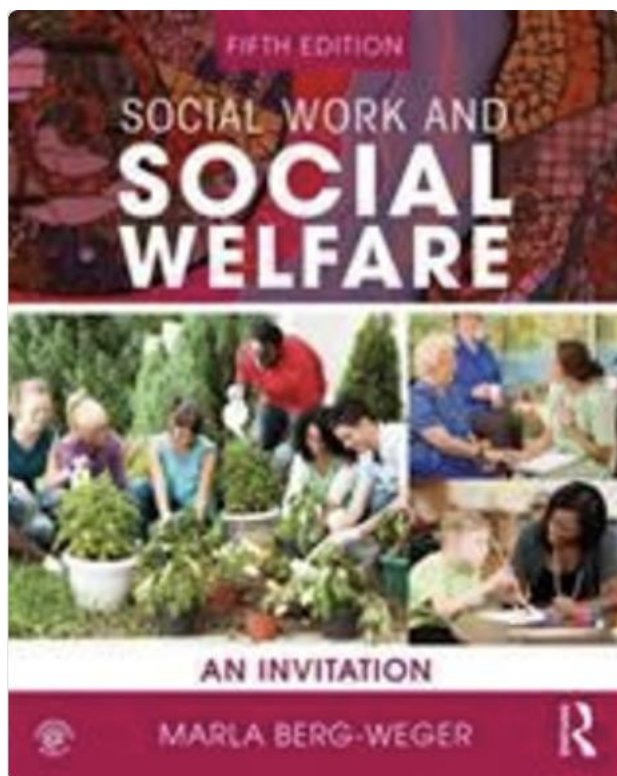
10. Describe social work's obligation to serve diverse populations. Students will discuss human difference and the many factors that constitute diversity including age, class, racial and ethnic background, gender, sexual orientation, religion, political ideology, immigration status and being differently-abled. Students will describe the impact of social barriers of institutional discrimination, power and privilege, personal prejudice, marginalization, and group membership on individual development and formation of personal identity. In

addition, students will describe how access to resources, services and educational, financial opportunities in society affect individuals and families. Demonstrate beginning self-awareness to identify and eliminate personal bias when working with different populations. Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

11. Articulate the importance of self-care to prevent burnout, compassion fatigue, and secondary trauma. Students will learn the definitions of, risks for, and proactive steps to avoid: professional burnout as a result of case overloads and systemic challenges; fatigue that results from giving compassion within a helping professional's role; and secondary emotional trauma to the social worker that can occur when working with individuals, families, small groups and communities who have experienced trauma. Competency 1: Demonstrate Ethical and Professional Behavior

Required Textbook and Other Course Material (available free electronic version):

Berg-Weger, M. (2019). Social work and social welfare: An invitation (5th edition).
New York, NY: Routledge.



ISBN: 9781138608214

Social Work and Social Welfare by Marla Berg-Weger; Vithya Murugan: <https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=6952813>

Additional readings and videos will be posted on Canvas.

Descriptions of Assignments:

Participation and In-Class Activities (10% Final Grade)

Weekly throughout the semester in class, we will ponder and practice social work ideas, and techniques, as well as group up for assignment exercises. In addition, guest speakers from the social work profession will be invited to join and present weekly.

Students are expected to be present and participate fully as part of their class participation. The goal of these in-class activities is twofold: 1) for you to digest and understand more about the social work profession through “try it before you buy it” techniques and 2) gain self-awareness regarding diverse and/or vulnerable populations.

Students must be present in class and participate and submit a discussion to obtain points. There will be 13 speakers during the semester and 3 free passes available that account for 3 free passes. Professor will explain in class.

Quizzes (20% Final Grade):

Students are to complete 10 quizzes during the semester. Quizzes are formulated from the text and are posted in the module due. Each quiz will open on a Sunday at 12:00 a.m. and close at 11:59 pm (a stroke before midnight) on the following Sunday. Instructions on number of questions, point values and due dates are listed in each quiz on Canvas. The due date for each quiz is also listed in the syllabus' Course Schedule section. Students may easily access any quiz by either going to the “Quiz” tab in Canvas or selecting it under the “Demonstrate” portion of the module in which it is due.

Community Assignment: Getting to know Social Work (40% Final Grade*)

Students will complete both of the following assignments:

#1) Complete at least 1 volunteer services experience within a nonprofit social service agency. Due December 1st: 3 opportunities include:
-September 21 (8am-10:30am: Clinic under the Bridge)
-October 19 (8am-10:30am: Clinic under the Bridge)
-Monthly Love Tyler service to the homeless

It is encouraged that students participate in one of the above or submit an alternative opportunity to professor for approval.

In addition to the 5 volunteer hours, students will complete a two-page journal reflection demonstrating new or clarified knowledge about social work ethics, practices, roles, and services to diverse populations. Additional information on this assignment will be posted in Canvas. Due December 8th

And

#2). Interview a social worker using the Interview Guide provided in this course's Canvas shell. The social worker must have a bachelor's or master's degree from an accredited university and be actively engaged in practice in Texas. Interviews may be conducted in person or through video conferencing. Additional information on this assignment will be posted in Canvas. Due November 10th

***IMPORTANT TO NOTE: Students will NOT be able to pass this course without submission of this assignment.**

Fields of Practice Paper (30% Final Grade). Due November 24 by 11:59pm
Students, are to select a field of social work practice (child welfare, schools, workplace, criminal/juvenile justice, elderly, mental health, health, substance abuse, military, social advocacy, community, etc.) and submit a research-based paper. Students are encouraged to visit with the instructor prior to selecting a paper topic. Full instructions and grading rubric on the paper will be posted on Canvas. Group grades will be given to all individuals in the group.

How the Fields of Practice Paper addresses Course Objectives/Student Learning Outcomes:

Critical Thinking Skills: The student must think about what field of practice s/he will choose as a focus for the paper. He or she must also consider appropriate sources of information to thoroughly research the field of practice. Then, s/he must take the information and synthesize and organize it toward defining the field of practice, defining the social problem the selected field of practice addresses, identifying social work roles within this field of practice, and describing important trends in this field of practice. (This fulfills the definition of critical thinking skills-to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.)

Communication Skills: The student must communicate the required information in written form, synthesizing and organizing the paper to meet the assignment requirements. Also required are use of correct grammar and adherence to the American Psychological Association's (APA) writing guidelines. (This fulfills the definition of communication skills-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.)

Empirical and Quantitative Skills: The student is required to discuss the social problem being addressed by the field of practice; this would involve discussing prevalence of the problem, citing statistics from key entities such as the Centers for Disease Control. Also, students must articulate important trends which might include information such as job outlook and job growth for the selected field of practice. (This fulfills the definition of empirical and quantitative skills-to include the manipulation and analysis of numerical data or observable fact)

Social Responsibility: Since the student will be identifying a field of practice and the social problem it addresses, intercultural competence (e.g., important trends for the field of practice and the problem it addresses such as overrepresentation of the problem within a particular racial or ethnic group), knowledge of civic responsibility (e.g., this assignment encourages them to consider something they feel responsible to address and communicate how that might be addressed in a particular field of social work practice), and the ability to engage effectively in regional, national and global communities (e.g., students are required to identify national organizations that address the issue) will be achieved represented in the signature assignment.

Grading Information

Grading:

Assignment	Percentage
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Community Assignment: Getting to know Social Work	40%
Quizzes (10 @ 2 % each)	20%
Discovering Social Work (10 @ 1% each)	10%
Fields of Practice Paper	30%
Total	100%

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism (e.g., high Unicheck score) will not receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule.

Ten points will be deducted for late assignments.
No assignment will be accepted after five days late.

- 90 and Above =A
- 80 - 89.9 = B
- 70 -79.9 = C
- 60 - 69.9 = D
- Below 60 =F

A grade of incomplete will not be given for this class.

Make-Up Assignments:

Late assignments (including quizzes) are strongly discouraged. There will be 10 points (total) deducted for each late assignment or quiz*. No assignment or quiz will be accepted after 5 days following the due date. *

*The Community Assignment is NOT available for late submission.

It is the student's responsibility to ensure that work is completed on time and submitted correctly.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for quizzes, etc.

Attendance:

Due to the importance of in-class learning and discussion, it is expected that students will make every effort to be present in class each week. We have a lot of guest speakers scheduled throughout the semester. **Students are given 4 free absences. Additional absences (regardless of reason) will result in 10 points off for each absence.** Students who miss more than 8 classes will not pass the course.

The Census Date for the semester is September 9, 2024. This is the last day students may withdraw from the course without penalty.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas.

This course is organized by modules. Each module begins on a Sunday, at 12 a.m., and ends on the following Sunday, at 11:59 p.m. Any assignment due in a module must be submitted by the corresponding Sunday.

Module	Dates	Topics	Required Readings/ Activities	Assignments Due
Getting Started	Aug. 26 and 28	Welcome to Class	Syllabus, Acquire textbook, Review semester ahead	Getting Started Module
1	September 2-4 (No class on the 2 nd)	A Glimpse into the world of Social Work	Chapter 1 Assigned Videos	Quiz 1 Discovering SW 1
2	September 9-11	History of Social Work and Social Welfare	Chapter 2 Assigned Videos Class activity	Quiz 2 Discovering SW 2
3	September 16-18	Poverty in the U.S. and Implications for Social Work	Chapter 3 "Poor Kids" Documentary	Quiz 3 Discovering SW 3
4	September 23-25	The Social Work Environment	Chapter 4 Assigned Videos Class activity	Quiz 4 Discovering SW 4
5	September 30- October 2	Diversity in Social Work Practice	Chapter 5 Assigned Videos Class activity	Quiz 5 Discovering SW 5
6	October 7-9	Values and Ethical Practice	Chapter 6 Assigned Videos Class activity	Quiz 6
7	October 14 (No class October 16)	Ethical Dilemmas	NASW Code of Ethics (link provided) Class activity	Discovering SW 6
	October 21-23	NASW	NASW continued	
8	October 28 (No class October 30)	Social Work Perspectives Methods	Chapter 7 Assigned Videos Class activity	Quiz 7 Discovering SW 7
9	November 4-6	Fields of Social Work Practice	Chapter 8 "10 Components" article Assigned Videos Class activity	Fields of Practice Paper
10	November 11 (No class November 13)	Social Work with Individuals And Families	Chapter 9 Assigned Videos Class activity: Case Study	Quiz 8 Discovering SW 8
11	November 18-20	Social Work with Groups	Chapter 10 Assigned Videos Class activity	Quiz 9 Discovering SW 9

12	November 25-27	Thanksgiving Break	No Classes	
13	December 2-4	Social Work with Organiza	Chapter 11 Assigned Videos Class activity	Quiz 10 Discovering SW 10
14	December 9-11	Finals	No Class	

Institutional Information

UT Policy on the use of Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course SOCW 2361 AI is not permitted in the course at all.

The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must create collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGT

Resources to assist you in this course

- [UT Tyler Student Accessibility and Resource \(SAR\) OfficeLinks to an external site.](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing CenterLinks to an external site.](#)
- [The Mathematics Learning CenterLinks to an external site.](#)
- [UT Tyler PASS Tutoring CenterLinks to an external site.](#)
- [UT Tyler Supplemental InstructionLinks to an external site.](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areasLinks to an external site.](#)[Links to an external site.](#)
- [Robert Muntz LibraryLinks to an external site.](#) and [Library LiaisonLinks to an external site.](#)
- [Canvas 101Links to an external site.](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success CenterLinks to an external site.](#)
- [UT Tyler Testing CenterLinks to an external site.](#)
- [Office of Research & Scholarship Design and Data Analysis LabLinks to an external site.](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center Links to an external site.](#)(available to all students)

- [My SSP AppLinks to an external site.](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy CenterLinks to an external site.](#)
- [Military and Veterans Success Center Links to an external site.](#)(supports for all of our military-affiliated students)
- [UT Tyler Patriot Food PantryLinks to an external site.](#)
- [UT Tyler Financial Aid and ScholarshipsLinks to an external site.](#)
- [UT Tyler Registrar's OfficeLinks to an external site.](#)
- [Office of International ProgramsLinks to an external site.](#)
- [Title IX ReportingLinks to an external site.](#)
- [Patriots EngageLinks to an external site.](#) (available to all students. Get engaged at UT Tyler.)

University Policies and Information

- **Withdrawing from Class** - Students, you are allowed to [withdrawLinks to an external site.](#) (drop) from this course through the [Withdrawal PortalLinks to an external site.](#) Withdrawing from classes can impact Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please read this page, speak with your instructors, consider your options, and speak with your instructor. UT Tyler faculty and staff are here for our students and often can provide additional support options or student assistance. Please read the implications for withdrawing from a course and the instructions on using the Withdrawal portal on the [Registrar's Withdrawal pageLinks to an external site.](#)
 Texas law prohibits students who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund ScheduleLinks to an external site.](#) CAUTION #2: All international students must check with the [Office of International ProgramsLinks to an external site.](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success CenterLinks to an external site.](#)
- **Final Exam Policy:** Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.
- **Incomplete Grade Policy:** If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used

to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

- **Grade Appeal Policy:** - Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade; this is separate from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#). [Links to an external site.](#)
- **Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> [Links to an external site.](#) and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services> [Links to an external site.](#), the SAR office located in the University Center, # 3150, or call 903.566.7079."
- **Military Affiliated Students:** UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) [Links to an external site.](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.
- **Academic Honesty and Academic Misconduct:** The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) [Links to an external site.](#) in the Student Manual Of Operating Procedures (Section 8).
- **FERPA** - UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#) [Links to an external site.](#). The course instructor will follow all requirements to protect your confidential information.
- **Absence for Official University Events or Activities:** This course follows the practices related to approved absences as noted by the Student Manual of Operating Procedures ([Sec. 1 -501](#) [Links to an external site.](#)).

- **Absence for Religious Holidays:** This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#)[Links to an external site.](#).
- **Campus Carry:** We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>[Links to an external site.](#)

