



SOCW 3303: Human Behavior in the Social Environment I

Fall 2025

Instructor Information

Instructor:

Kristin Mycke, LCSW
Assistant Professor of Practice

Office:

College of Arts and Sciences (CAS) #137

Telephone Number: 903-565-6579

Email Address (preferred method of communication): kmycke@uttyler.edu. Professor will try to respond within 24 hours to emails (48 hours on the weekend).

Office Hours: Mon/Wed: 1-2:30 PM;(Other appointment times available by appointment or via video conferencing). Due to my hybrid class schedules, it is recommended that an appointment be made with professor in advance.

Course Information

Credit Hours: 3 Credit Hours

Course Format: Face-to-Face

Time and Place of Class Meetings: Mondays 6:00pm-8:45pm, CAS Room 210

Description of Course Content: This course examines numerous theories associated with human behavior including systems theory, conflict theory, empowerment theory, feminist theory, Erikson's Psychosocial Stages, and other relevant theories that enhance one's understanding of human behavior associated with the professional, organizational, and personal environments. This course provides students with a framework for assessing behaviors that will ultimately support the development of empathic and empowering relationships with others.

Prerequisite: SOCW 2361, SOCW 2362, SOCW 2371

Course Overview: The purpose of this course is to introduce students to human behavior in the social environment. The course examines theories of human development from prenatal to old age using a multidimensional, multicultural perspective that includes bio-physical, psychological, social, economic, and spiritual. Students apply developmental knowledge to understand person and environment and demonstrate introductory level practice behaviors in observation and interviewing. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

Student Learning Outcomes

Below are the Nine CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy 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 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.

Student Learning Outcomes for SOCW 3303:

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. Identify as a professional social worker with knowledge of the history of the profession. Demonstrate this identity development through integrity, collaboration and conduct with colleagues, interviewees, and the community. Reflect on personal history, values, behaviors, and attitudes towards bio-psycho-social hazards and populations at risk. Describe the professional roles, boundaries, appearance and communication appropriate to a social work professional. Discuss the various professional roles of the social worker in defending the rights of individuals, families, and groups to experience equal economic status, environmental and social stability. **Competency 1**
2. Relate personal values, behaviors, and attitudes toward the human diversity found in individuals, families, social groups. Identify personal attitudes toward bio-psycho-social hazards and apply professional ethical standards of the NASW Code of Ethics in deliberation regarding a course of action. **Competency 1**
3. Describe the nature of human diversity with respect to religion/spirituality, gender, class, race, sexual preferences and ethnicity. Discuss the interaction of bio-psycho-social factors and spiritual/belief orientations on life span development. Describe ways the environment or membership in a particular group impacts multiple aspects of individual physical, psychological and social development, life choices, resilience and strengths. **Competency 3**
4. Describe how oppression, discrimination and sources of inequality in human development are experienced by populations-at-risk as individuals and families. Describe the relationship between human development across the lifespan and individuals' access to biological, psychological and social resources. Identify principles of social justice, distributive justice and economic status among populations at risk. **Competency 2**

5. Access and apply professional literature and research to the understanding of human behavior in social environments. Discuss the relevance of scientific inquiry and evidence-based research findings to improve practice and service delivery. **Competency 4**
6. Describe how individuals, families, and groups experience discrimination and the impact of public policy decisions that impair or prohibit opportunities to experience social and economic justice. Demonstrate knowledge of ways policies can advance or hinder social well-being for individuals and populations. Provide examples of ways to develop effective policy action through collaborations and community action. **Competency 5**
7. Demonstrate the ability to collect, organize and interpret client information, strengths, limitations in the social and environmental context of their lives through interviewing and application of the frameworks of "person in environment", strength-based practice, and life stage development. Identify preventative interventions and planned change that will enhance clients' capacities and empower them to reach their goals. Describe how a one-dimensional approach to assessment of human behavior risks unfairly labeling individuals or groups, making inadequate or inappropriate interventions and reinforces social and economic stereotyping. **Competencies 6-9**
8. Describe how human behaviors of individuals, families, and groups are multi-causal and mutually influenced by interactions and transactions among the various social systems that may promote or deter human well-being. Apply knowledge of social systems, life span theory, and strength approaches to understanding human development and behavior in individuals, families and groups. Describe the tenets of several human development and behavioral theories related to individuals in the context of families and group. Apply this knowledge through assessments/reflections on data obtained through interviews and observations with individuals (self, a child, a young adult, an elderly person). **Competencies 6-9**
9. Apply critical thinking, logic, scientific inquiry, and discernment. Demonstrate creativity and ability to communicate relevant information to others. Demonstrate critical thinking skills through discussion of and the application of bio-psycho-social theories, models and variables that affect human development and behavior. Articulate and defend personal values, behaviors, and attitudes towards bio-psycho-social hazards based on logic. Utilize logic, critical thinking, and the Planned Change Model to apply knowledge of multi-causal interactions and transactions among social systems through multi-dimensional assessments. **Competencies 6-9**
10. Demonstrate the ability to discover how location, social and demographic trends, and technological change impact professional practice. Identify ways to develop relevant services in the dynamic context of social work practice with particular attention to rural environments. **Competencies 6-9**

SPECIFIC COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES EMPHASIZED IN THIS CLASS: Competencies 6, 7, 8, and 9 - Understand and apply theories of human behavior and the social environment.

Methods of Instruction: This class involves lectures, guest speakers, films, casework on electronic media, research of current events, student-initiated discussions, active learning (interviews and information seeking in the community), and student experiential learning.

Required Textbook:

Tyler, S. (2020). Human behavior and the social environment I. University of Arkansas Libraries. OER Textbook <https://uark.pressbooks.pub/hbse1/> This textbook is an Open Educational Resource (OER) available online free of charge. You may download a PDF version to have on your desktop if you prefer or you may access it here - <https://uark.pressbooks.pub/hbse1/> Additional readings and videos will be posted on Canvas.

Descriptions of Major Assignments and Examinations:

Course Requirements/Assignments

- 1) **Weekly Discussion/Participation:** There will be 10 in-class discussions worth 50 points for a total of 500 points. These will be given and completed in class or online and will be assigned randomly. Must be present in class to complete. Extra credit will be given for make up of 1 missed discussion.
- 2) **Written Assignments:** There will be three written assignments for a total of 300 points (each worth 100 points). Students will write the following:
 - Application of Erik Erikson's Psychosocial Theory to One's Life -due 9/29/24
 - Observation of a Toddler -due 10/20/24
 - Older Adult Interview- due 12/08/24

*(Specific details for each written assignment can be found in the *syllabus as well as in the Assignment tool.)*
- 3) **Theorist Presentation:** Students will present to the class an overview of a particular theorist and focus on their contribution to the field of social work. Sign-ups will be the first week of class. Presentations will be scheduled throughout the semester. (worth 50 points)
- 4) **Theorist Paper:** Student will submit a 1-page fact sheet that gives an overview of the theorist assigned to the student as well as the contribution to social work and how it relates to human development. (worth 50 points)

***Major Written Assignments (3):** (Worth 100 points each) Descriptions follow:

**Written Assignment #1 – Life Tasks:
Application of Erikson's Theory to One's Own Life
Due: 9/28/25**

Apply Erik Erikson's Psychosocial Theory to your own life. Please be specific with regard to the developmental tasks that were addressed or not addressed during each developmental stage. You will need to explore in more detail the indicators, processes, and descriptors of the tasks in order to complete this assignment. In doing so, be descriptive and avoid judgments about yourself or others. You are to demonstrate a solid knowledge of Erikson's Theory and the ability to apply this theory. *In addition to information you use from our textbook, please include one other source (not Wikipedia) with a Reference Page at the end. The Reference Page does not count in the total number of pages. 5 full pages minimum, Times New Roman, 12-point, double-spaced. Please use headings.

**Written Assignment #2 – Child Development:
Observation of a Toddler
Due: 10/19/25**

This assignment involves an observation of a child between the ages of 1.5 and 3 years of age. Identify a child. She/he can be your own child, a relative, child of a friend, etc. Plan a time when

you can observe the child either with other children, with a parent, or alone. Over a period of 45 minutes write down any and all observations you make about the child's behavior. In your write-up, provide a context for the observation session by describing where and when the observations were made, gender, age, height, weight, and how the child was dressed.

- A.** Describe the child's behavior in relation to others. Be specific about vocalizations, actions, and incidents. Describe these in a series of events so as to demonstrate interaction and cognitive response patterns. For example, Timmy ran at his playmate yelling, "Ahhhh!"
- B.** Describe the child's behaviors that appear to reflect various emotional expressions. Describe these in the context of the series of events listed in "A".
- C.** Describe auditory sounds or words and relate this to what may be going on with the child or around the child.
- D.** Describe the child's patterns of play. Be specific in your descriptions.
- E.** Describe the child's physical activity level and changes in energy levels.
- F.** Describe the child's balance, walking, ways of getting up, and getting down.
- G.** Include a summary statement of what you learned from this assignment, incorporating material from your textbook.

*In addition to information you use from our textbook, please include **one other source** (not Wikipedia) with a Reference Page at the end. The Reference Page does not count in the total number of pages. **5 full pages minimum, Times New Roman, 12-point, double-spaced. Please use headings.**

Written Assignment #3 – Life Stories **Interview with an Elderly Person** **Due: 12/7/25**

Select someone over age 70 to interview. That person may be a family member, friend, or someone who you've just met. Arrange a time for an interview (1 hour). The purpose of the interview is to gain a perspective on life: what the person has learned, how she/he reflects on life, and what she/he would advise to someone younger like you. Sample questions follow, but remember to follow up on comments, probe as necessary, and clarify if there is something that you don't understand. Please be patient and respectful.

Possible Questions

- a. Ask age (only if he/she feels comfortable answering); birthplace.
- b. Ask what she/he did for a living.
- c. Ask how old she/he feels, younger/older than chronological age.
- d. Talk about what his/her plans are for the coming months and years – what would she/he like to do or accomplish.
- e. Would she/he still like to learn about something entirely new: a new job, hobby, or something she/he always wanted to learn about?
- f. In looking back on life, what are some things she/he feels she/he has learned that younger people should know about? (Give them a while to think about this.)
- g. Are there things she/he would like to go back and do over again?
- h. Ask about friends and family—what has she/he learned about relationships that are important?
- i. What about his/her views as to the major social problems confronting people who are elderly in our society?
- j. Does she/he think she/he grew up in a manner that his/her parent hoped? This is, does she/he think her own parents would be satisfied with how she/he turned out? Why or why not?
- k. If she/he could advise you about life, what is the most important thing she/he could say to you?
- l. How does this person's values compare with your values?
- m. For the final section, include a summary statement of what you learned from this assignment.

*In addition to information you use from our textbook, please include **one other source** (not Wikipedia) with a Reference Page at the end. The Reference Page does not count in the total number of pages. **5 full pages minimum, Times New Roman, 12-point, double-spaced. Please use headings.**

Grading Procedures:

Graded Course Activities and Letter Grade Assignment

Calculation of Final Grade

Online Discussion (500 Points) + Written Assignments (300 Points) + Theorist presentation (100 Points) + Participation (100 points)

Total Points Available for Course=1000

Final Grades

1000-900 Points = A (100%-90%)

899 - 800 Points = B (89%- 80%)

799 - 700 Points = C (79%-70%)

699 - 600 Points = D (69%-60%)

599 or less = F (59% or less)

Make up exams/ Late Work Policy

Late assignments (including exams) are strongly discouraged. There will be 10 points (total) deducted for each late assignment and exam. No assignment or exam will be accepted after 5 days following the due date. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

Students are responsible for submitting all assignments on time. Students must notify the instructor if there is an excusable reason (i.e. illness, death of loved one, etc.) for why their assignment will be late. Late assignments will not be accepted if the student does not contact the instructor with an excusable reason prior to the submission.

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 exams, etc.

Expectations for Class Readiness:

Students should come to class prepared to discuss the topics and chapters identified in the Course Schedule. Reading assignments should be completed prior to coming to class. Students are expected to participate in class discussions regarding assigned readings and topics.

Attendance:

Engaged and timely participation in all assignments, which includes attending class, constitutes "attendance" for purposes of this course. Students who miss more than 3 class periods, run the risk of not passing the course.

The **Census Date for the semester is September 10, 2025.** This is the last day students may withdraw from the course without penalty.

Schedule

Week One: 8/25/25

Learning Outcomes: 1, 2, 8, 9 (see full description of learning outcomes on pages 2-3)

Class Discussion: Review SOCW 3303 syllabus including learning outcomes and course assignments; Human Behavior in the Social Environment (Tyler-OER): Section I Person in Environment (PIE) Chapter 1 How We Use our Expectations • Person-in-Environment (PIE) Systems Theory. **Reading Due: Ch. 1 of text**

Discussion: Strengths Perspective; Person in Environment System; Diverse Society

Week Two: 9/1/25 NO CLASS

Week Three: 9/8/25

Learning Outcomes: 1, 2, 3, 4 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Tyler-OER Ch. 2

Discussion: Biopsychosocial perspectives on human behavior • The brain and our nervous system • Erikson's Psychosocial development • Piaget's Cognitive development • Freud's Psychosexual development • Kohlberg's Theory of Moral development

Week Four: 9/15/25

Learning Outcomes: 3, 7, 8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Tyler-OER Ch. 3

Discussion: Cultural influences on behavior and viewpoints • Society impacts behavior – discussion topic Read & Watch: • Human Behavior in the Social Environment (Tyler-OER) Part III. The Sociocultural Dimension Chapter 3: Theoretical Perspective

For Next Week: Written Assignment #1 – Erikson Paper

Week Five: 9/22/25

Learning Outcomes: 2-8, 10 (see full description of learning outcomes on pages 2-3)

Discussion – Conflict theory and symbolism behind our interactions with others

Reading Due Today: Human Behavior in the Social Environment (Tyler-OER) Chapter 4: The Elements of Culture

Written Assignment #1 Erikson Paper Due 9/28/25 at 11:59pm

Week Six: 9/29/25

Learning Outcomes: 2-8, 10 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Human Behavior in the Social Environment (Tyler-OER) Part IV. The Social Change Dimension Chapter 5: Social Categorization & Stereotyping Chapter 6: In-group Favoritism & Prejudice Chapter 7: Reducing Discrimination Chapter 8: Racial & Ethnic Inequality

Discussion: Health disparities comparison: Interactive graphic • The Power of Privilege TEDx Talk (14:57) • Let's Talk about Race Trondheim TEDx Talk (10:37) • Prejudice and Discrimination: Crash Course Psychology #39 (9:53)

Week Seven: 10/6/2025

Learning Outcomes: 6-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Part V. Pre-Pregnancy and Prenatal Development Chapter 9. Heredity, Prenatal Development, & Birth

Discussion: Cultural variations in family planning and resource access • Research with infants • Substance Use and Pregnancy – Discussion Topic

Due Next Week: Written Assignment #2 – Toddler Observation

Week Eight: 10/13/25

Learning Outcomes: 6-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Part VI. Development in Infancy & Toddlerhood Chapter 10: Physical Development in Infancy & Toddlerhood Chapter 11: Cognitive Development in Infancy & Toddlerhood Chapter 12: Psychosocial Development in Infancy & Toddlerhood

Discussion: Infancy and Toddlerhood – cognitive and behavioral development issues • Attachment theory • Childhood trauma and ACES • Language Development – Discussion Topic

Written Assignment # 2 Due: – Toddler Paper due 10/19/25 at 11:59pm

Week Nine: 10/20/25

Learning Outcomes: 1-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Part VII. Development in Early Childhood Chapter 13: Physical Development in Early Childhood Chapter 14: Cognitive Development in Early Childhood Chapter 15: Psychosocial Development in Early Childhood

Discussion: Early childhood mental health, Bio-psych-social-spiritual development

Week Ten: 10/27/25

Learning Outcomes: 1, 6-9 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Part VIII. Development in Middle Childhood Chapter 16: Physical Development in Middle Childhood Chapter 17: Cognitive Development in Middle Childhood Chapter 18: Psychosocial Development in Middle Childhood

Discussion: Early and middle childhood development- Theories applied in schools • Adolescence and brain development • Sexual orientation, identity and labels – Discussion Topic • ACEs impact on lifespan development

Week Eleven: 11/3/25

Learning Outcomes: 1, 5, 7 10 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Part IX. Development in Adolescence Chapter 19: Physical Development in Adolescence Page 8 SWK 225 CRN 10292 Fall 2021 - Course Schedule Rev 09/03/21 Chapter 20: Cognitive Development in Adolescence Chapter 21: Psychosocial Development in Adolescence

Discussion: Go Ask Alice! <https://goaskalice.columbia.edu/> • Adolescence: Crash Course Psychology #20 (10:14) • Eating and Body Dysmorphic Disorders: Crash Course Psychology #33 (10:11) • Dan Siegel – “The Adolescent Brain” (4:36)

Week Twelve: 11/10/25

Learning Outcomes: 5-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Part X. Development in Early Adulthood Chapter 22: Physical Development in Early Adulthood Chapter 23: Cognitive Development in Early Adulthood Chapter 24: Psychosocial Development in Early Adulthood

Discussion: Stress and health, sexual expression, college and career

Week Thirteen: 11/17/25

Learning Outcomes: 5-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Part XI. Development in Middle Adulthood Chapter 25: Physical Development in Middle Adulthood Chapter 26: Cognitive Development in Middle Adulthood Chapter 27: Psychosocial Development in Middle Adulthood

Discussion: Life planning, the sandwich generation, finding contentment and identity in middle life.

Thanksgiving Break – November 24-28

Week Fourteen: 12/1/25

Learning Outcomes: 1, 2, 6-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Development in Late Adulthood o Chapter 28: Physical Development in Late Adulthood o Chapter 29: Cognitive Development in Late Adulthood o Chapter 30: Psychosocial Development in Late Adulthood

Discussion: Hospice, End of life goals, Elder abuse and neglect, aging gracefully

Due: Written Assignment #3 – Interview with Older Adult due 12/7/25 at 11:59pm

Week Fifteen: Final Exam Week – December 8-12 (No class)

I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME. PLEASE ATTEND CLASS REGULARLY AND PAY ATTENTION TO THE ANNOUNCEMENTS IN CANVAS TO KEEP CURRENT WITH ANY SYLLABUS MODIFICATIONS.

UT Tyler Policy on Artificial Intelligence Use

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 3303, AI is not permitted. 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 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 ChatGPT).

Student Resources

Resources to assist you in this course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#)[Links to an external site.](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)[Links to an external site.](#)
- [The Mathematics Learning Center](#)[Links to an external site.](#)
- [UT Tyler PASS Tutoring Center](#)[Links to an external site.](#)
- [UT Tyler Supplemental Instruction](#)[Links to an external site.](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)[Links to an external site.](#)
- [Robert Muntz Library](#)[Links to an external site.](#) and [Library Liaison](#)[Links to an external site.](#)
- [Canvas 101](#)[Links 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 Center](#)[Links to an external site.](#)
- [UT Tyler Testing Center](#)[Links to an external site.](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)[Links 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 App](#)[Links 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 Center](#)[Links 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 Pantry](#)[Links to an external site.](#)
- [UT Tyler Financial Aid and Scholarships](#)[Links to an external site.](#)
- [UT Tyler Registrar's Office](#)[Links to an external site.](#)
- [Office of International Programs](#)[Links to an external site.](#)
- [Title IX Reporting](#)[Links to an external site.](#)
- [Patriots Engage](#)[Links to an external site.](#) (available to all students. Get engaged at UT Tyler.)

University Policies and Information

Last Update – 5/30/2024

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from 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 Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) 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 Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

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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. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. 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 or the Dean's designee 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](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

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/> 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>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, 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 \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

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](#) 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](#). 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 [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

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>.