



SOCW 3315: International Social Welfare

Fall 2025

Instructor Information

Instructor:

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Faculty Profile:

Office Hours: Mon: 9-10 AM & 4-5 PM; Wed: 9-10 AM & 4-5 PM (Other appointment times available by appointment or via video conferencing)

Course Information

Credit Hours: 3 Credit Hours

Course Format: Online

Time and Place of Class Meetings: Online

Description of Course Content: The course will examine social welfare in less developed countries (LDCs) and its impact on social well-being and human needs. Emphasis will be placed on the relationship between human rights, social and distributive justice, and social intervention. Topics will include human development, culture & identity, gender inequality, globalization, economic climate, child labor, and political institutions. Students will engage in such activities as reading, analyzing, and writing pertinent to the above-mentioned topics. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

Prerequisite: None

Course Overview: The purpose of this course is to introduce students to international social welfare in less developed countries (LDCs). Students are members of a broader society dependent on their meaningful contributions for its success. In an increasingly global and more complex world, we require creative solutions. This course will provide an integrated, coherent learning experience to prepare students for responsible inquiry and action.

Student Learning Outcomes

Below are the Nine CSWE Core Competencies based on the 2022 Educational Policy and Accreditation Standards (2022 EPAS) 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 in 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 3315:

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. Demonstrate an understanding of sensitivity to cultural diversity, and demonstrate knowledge of and appreciation for various cultures, religions, and societies. **Competencies 1-9**
2. Discuss the role of globalization in shaping social problems along with regional and country-specific responses. Identify the need to strengthen and enhance social welfare systems in the face of globalization. **Competencies 2, 4, 5-9**
3. Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level. **Competencies 2-5**
4. Describe value conflicts that influence global and international social interventions. Relate how norms and values affect different countries' structures and their approaches to social welfare systems and social services. **Competencies 1-9**
5. Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns. **Competencies 4 and 5**
6. Articulate the prevalence of social problems, including poverty, AIDS, human rights violations, and exploitation of women and children in specific countries. **Competencies 1-9**
7. Demonstrate an understanding of key concepts and issues in international social welfare. **Competencies 4 and 5**
8. Demonstrate an understanding of the terms, concepts, and history relevant to human and economic development. **Competencies 5-9**

Methods of Instruction:

This class involves mini lectures (Modules tab – Think About It), research of current world events, and active learning (information-gathering of student-selected countries) .

Required Textbook:

Baker, Andy. (2022). *Shaping the Developing World* (2nd Edition). University of Colorado. ISBN 9781071807071. Students may use the 1st Edition instead of the 2nd Edition.

Additional readings and videos will be posted on Canvas.

Descriptions of Major Assignments and Papers:

- 1) **Online Assignments:** There will be five online assignments worth 50 points each for a total of 250 points.
- 2) **Papers:** There will be five papers for a total of 750 points. Students will write the following:
 - History and Religion of your Country (worth 250 points)
 - Social, Cultural Life, and Social Welfare of your Country (worth 125 points)
 - Human Rights and Corruption in your Country (worth 125 points)
 - Gender Inequality in your country (worth 125 points)
 - Situation of Children in your country (worth 125 points)

Specific details for each written assignment and paper can be found in the Assignments Tool.

IMPORTANT:

You will select a developing country, also known as a **less developed country (LDC)**. The course you select will be the one you will focus on for the entire semester.

According to Andy Baker, the author of your textbook for this course, Shaping the Developing World, “an LDC is one in which a large share of the population cannot meet or experience great difficulties in meeting basic material needs such as housing, food, water, health care, education, electricity, transportation, communications, and physical security.”

A list of LDCs is available in the Canvas Files tab. It is also available in this section of the syllabus.

Since the History and Religions of Your Country is due on Thursday, September 18th, **you will need to select your LDC by 12:00 noon on Thursday, 9/4/25**. For a more enriching experience, I'd like everyone to research different LDCs. Please email me three selections and list them in order of your preference. For example: 1) Guatemala 2) Botswana 3) Chile.

I will do my best to see that everyone gets their first choice but in the event that two or more people select the same country, I will assign back-up selections. I will make an announcement about country assignments on 9/5/25.

SOCW 3315 List of Less Developed Countries

The list is taken from the United Nations Department of Economic and Social Affairs Economic Analysis

<https://www.un.org/development/desa/dpad/least-developed-country-category/lpcs-at-a-glance.html>

Individual LDC fact sheets

[Afghanistan](#)
[Angola](#)
[Bangladesh](#)
[Benin](#)

[Guinea](#)
[Guinea-Bissau](#)
[Haiti](#)
[Kiribati](#)

[Rwanda](#)
[Senegal](#)
[Sierra Leone](#)
[Solomon Islands](#)

<u>Burkina Faso</u>	<u>Lao People's Democratic Republic</u>	<u>Somalia</u>
<u>Burundi</u>	<u>Lesotho</u>	<u>South Sudan</u>
<u>Cambodia</u>	<u>Liberia</u>	<u>Sudan</u>
<u>Central African Republic</u>	<u>Madagascar</u>	<u>Timor-Leste</u>
<u>Chad</u>	<u>Malawi</u>	<u>Togo</u>
<u>Comoros</u>	<u>Mali</u>	<u>Tuvalu</u>
<u>Democratic Republic of the Congo</u>	<u>Mauritania</u>	<u>United Republic of Tanzania</u>
<u>Djibouti</u>	<u>Mozambique</u>	<u>Uganda</u>
<u>Eritrea</u>	<u>Myanmar</u>	<u>Yemen</u>
<u>Ethiopia</u>	<u>Nepal</u>	<u>Zambia</u>
<u>Gambia</u>	<u>Niger</u>	

Assignments: Scores will be assigned to written materials, based on the following criteria:

- Thoroughness & Breadth** (Provides sufficient responses and coverage of the topic to demonstrate a level of mastery of the skills)
- Depth & Integration** (Demonstrates integration of readings and understanding of the concepts through submitted assignments, portfolio, and discussion forums on Sakai.)
- Clarity & Understanding** (The submitted materials are easily readable or viewable and correct grammar and spelling are used on forums.)
- Accuracy** (Extent to which the written responses are focused on the question and provide reliable information to colleagues.)
- Critical Analysis** (The written materials demonstrate a critical analysis of the research literature studied.)

Grading Procedures:

Each exam and assignment will be graded on a point system used to calculate the final grade for the course.

Calculation of Final Grade

Online Assignments (250 Points) + Papers (750 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)

Late Work:

Late assignments are strongly discouraged. There will be a deduction of 10 points per day for each late online assignment. There will be a deduction of 20 points per day for Paper #1. There will be a deduction of 15 points per day for Papers 2-5. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

Late Work Policy

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.

Attendance:

Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course. This course is taught in an online format so class attendance is not required.

The **Census Date is 9/8/25**. This is the last day students may withdraw from the course without penalty.

Schedule (see *Canvas tools for specific activities/assignments*)

Week 1 – Introductions/Overview of Course 8/28/25

Student Learning Outcomes:

1) Demonstrate an understanding of sensitivity to cultural diversity, and demonstrate knowledge of and appreciation for various cultures, religions, and societies.

Discussion

Overview of the course and introductory comments. What is a developing country?

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week 2 – Human Development 9/4/25

Student Learning Outcomes:

1) Demonstrate an understanding of sensitivity to cultural diversity, and demonstrate knowledge of and appreciation for various cultures, religions, and societies.

7) Demonstrate an understanding of key concepts and issues in international social welfare.

Discussion

What is the significance of capability and capability deprivation? Why does the Human Development Index (HDI) matter? What opportunities exist for the citizens of a developing country that enable them to be who they want to be and do what they want to do?

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week 3 – Economic Development 9/11/25

Student Learning Outcomes

2) Discuss the role of globalization in shaping social problems along with regional and country-specific responses. Identify the need to strengthen and enhance social welfare systems in the face of globalization.

3) Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level.

7) Demonstrate an understanding of key concepts and issues in international social welfare.

8) Demonstrate an understanding of the terms, concepts, and history relevant to human and economic development.

Discussion

What are the cultural, equity, environmental, and psychological costs of economic development?

Key terms: consumerism; anthropogenic climate change; creative destruction; adaptive preferences; Easterlin paradox.

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

History/Religion Paper Due Next Week

Week 4 – History and Religions Paper Due 9/18/25

Student Learning Outcomes

1) Demonstrate an understanding of sensitivity to cultural diversity, and demonstrate knowledge of and appreciation for various cultures, religions, and societies. **Competencies 1-9**

History and Religions of your Country Due

Week 5 – Globalization 9/25/25

Student Learning Outcomes

2) Discuss the role of globalization in shaping social problems along with regional and country-specific responses. Identify the need to strengthen and enhance social welfare systems in the face of globalization.

3) Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level.

7) Demonstrate an understanding of key concepts and issues in international social welfare.

Discussion

What is globalization and why is it important?

What is global exploitation?

Why is the “race to the bottom” so dangerous? What are the pros and cons of “brain drain?” Is it or has it been apparent in your country of study

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week 6 – Culture and Identity 10/2/25

Student Learning Outcomes

1) Demonstrate an understanding of sensitivity to cultural diversity, and demonstrate knowledge of and appreciation for various cultures, religions, and societies.

7) Demonstrate an understanding of key concepts and issues in international social welfare.

Discussion

What do the terms *culture* and *identity* mean? What are the costs of cultural diversity? What is meant by the “single story?” Before you selected your country of study, did you have a “single story” of its people? If so, what was the story and where did it come from?

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Culture Paper Due Next Week

Week 7 – Culture and Identity Paper Due 10/9/25

Student Learning Outcomes

1) Demonstrate an understanding of sensitivity to cultural diversity, and demonstrate knowledge of and appreciation for various cultures, religions, and societies. **Competencies 1-9**

Culture and Identity Paper Due

Week 8 – Political Institutions 10/16/25

Student Learning Outcomes

3) Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level.

5) Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns.

- 6) Articulate the prevalence of social problems, including poverty, AIDS, human rights violations, and exploitation of women and children in specific countries.
- 7) Demonstrate an understanding of key concepts and issues in international social welfare.
- 8) Demonstrate an understanding of the terms, concepts, and history relevant to human and economic development.

Discussion

Types of political regimes; Consequences of democratic promotion.

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week 9 – Human Rights 10/23/25

Student Learning Outcomes

- 3) Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level.
- 4) Describe value conflicts that influence global and international social interventions. Relate how norms and values affect different countries' structures and their approaches to social welfare systems and social services.
- 5) Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns.

Discussion

What are human rights? Core philosophical values upon which international human rights are based are discussed. They include life, freedom and liberty, equality and non-discrimination, justice, solidarity, social responsibility, peace, and nonviolence.

Human Rights Paper Due Next Week

Week 10 – Human Rights Paper Due 10/30/25

Student Learning Outcomes

- 3) Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level.

Human Rights Paper Due

Week 11 – Violence/State Failure 11/6/25

Student Learning Outcomes

- 3) Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level.
- 5) Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns.
- 6) Articulate the prevalence of social problems, including poverty, AIDS, human rights violations, and exploitation of women and children in specific countries.
- 7) Demonstrate an understanding of key concepts and issues in international social welfare.
- 8) Demonstrate an understanding of the terms, concepts, and history relevant to human and economic development.

Discussion

What are the costs of violence and state failure? What types of aid agencies exist that seek to alleviate human suffering resulting from political violence and state failure?

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week 12 – Gender Inequality 11/13/25

Student Learning Outcomes

- 3) Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level.

- 5) Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns.
- 6) Articulate the prevalence of social problems, including poverty, AIDS, human rights violations, and exploitation of women and children in specific countries.

Discussion

This section will examine gender inequality and the status of women in the developing world. Resilience studies and the strength perspective are applied in the exploration of women and their support networks.

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week 13 – Gender Inequality Paper Due 11/20/25

Student Learning Outcomes

- 3) Describe and discuss the relationship between human rights, distributive and social justice, and the mitigation of oppression on a global level.
- 5) Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns.
- 6) Articulate the prevalence of social problems, including poverty, AIDS, human rights violations, and exploitation of women and children in specific countries.

Gender Inequality Paper Due

Thanksgiving Break (Nov 24-28)

Week 15 – Child Labor 12/4/25

Student Learning Outcomes

- 5) Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns.
- 6) Articulate the prevalence of social problems, including poverty, AIDS, human rights violations, and exploitation of women and children in specific countries.

Discussion

This section will focus on the debate and conflict over human rights and the efforts to ban child labor throughout the world. Issues of labor and sexual exploitation as they relate to children will be explored.

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week 15 – Children 12/4/25

Student Learning Outcomes

- 5) Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns.
- 6) Articulate the prevalence of social problems, including poverty, AIDS, human rights violations, and exploitation of women and children in specific countries.

Discussion

This section will examine child soldiers as problems experienced by children in many countries of the world. Efforts to assist child soldiers are reviewed. Additional resources are considered that address such issues pertaining to children as education, poverty, forced marriage, life expectancy, etc.

OA: Please visit Canvas. Read the three sections entitled, *Think About It*; *Read About It*; and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Situation of Children Paper Due December 11th.

Finals Week - Situation of Children Paper Due 12/11/25

Student Learning Outcomes

- 5) Identify resources and data used in analyzing global social conditions and international social welfare. Describe the role of the media in public response to international social welfare concerns.
- 6) Articulate the prevalence of social problems, including poverty, AIDS, human rights violations, and exploitation of women and children in specific countries.

Situation of Children Paper Due

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.

Institutional Information

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over 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>

Artificial Intelligence (AI)

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.

You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. **If you use an AI tool to develop**

content for an assignment, you must cite the tool's contribution to your work. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work.

Format for using AI in SOCW 3315

If you use AI tools in this course for any assignment, paper, or weekly discussion post, you must address each of the following bullet points:

- What generative AI tool(s) did you use for this assignment? Be sure to cite this information in your References section.
- What was your initial prompt?
- How did you refine your initial prompt to improve your AI generated output?
- How did you evaluate the quality and effectiveness of the AI-generated content before using its output for this assignment? In other words, when you evaluated the output, what types of factors did you consider (i.e. accuracy, bias, relevancy, consistency, etc.)? For example, if you determined the output to be accurate, what steps did you take to determine the output was accurate?

AI Glossary

- Prompt: text input that provides instructions to the AI model on how to generate output. (Google, n.d.)
- Input: the prompt and/or content that the user enters into the AI model. (University of Texas at Austin, & Grammarly, (2023)
- Output: the content that the AI model creates in response to the user input. (University of Texas at Austin, & Grammarly, 2023)
- Iteration: the process of refining your prompt based on the AI's output. (Google, n.d.)

References

Google. (n.d.). *Google AI Essentials*. [Online course]. Coursera.
<https://www.coursera.org/learn/google-ai-essentials>

University of Texas at Austin, & Grammarly. (2023). *The faculty guide to getting started with generative AI*. University of Texas at Austin.
<https://campustechnology.com/Whitepapers/2024/11/Grammarly-Guide-to-Getting-Started-with-Gen-AI.aspx#:~:text=Created%20in%20collaboration%20between%20UT,and%20adaptable%20to%20various%20subjects.>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census

Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

Course Drop Policy

Texas law prohibits a student 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 another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

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 you have 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 Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time

the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic

work offered for credit.

- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)