



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5380 – Seminar in Counseling (3 credits)

Topic – Wounds That Last: Holocaust Trauma and Its Intergenerational Impact in Poland

Summer 2024 Syllabus

Course Meeting Time: April 21, 2025

Location: HRP 135

Instructor: Ramona I. Grad, Ph.D., LPC (GA, MI, TX), NCC

Office Location: HPR 213

Office Hours: by appointment

Email: rgrad@uttyler.edu (preferred method of contact)

Office Phone: 903-566-6269

COURSE CATALOG DESCRIPTION

Courses with a variety of topic areas; each course addresses content areas of current issues and needs important to the dynamic concerns of counselors. May be repeated for additional credit. Prerequisite: Consent of instructor.

COURSE DESCRIPTION:

This immersive study abroad course takes students to Poland to explore the psychological and intergenerational impact of the Holocaust. The course offers a unique combination of historical, cultural, and clinical education. Through site visits to concentration camps, museums, and memorials, students will gain a deeper understanding of how trauma from past atrocities transmits across generations and influences collective memory, identity, and current mental health. Traveling as a learning experience provides students with the opportunity to develop greater self-awareness, interpersonal and cultural sensitivity, and the ability to engage with discomfort—critical skills for both personal and professional growth. The complexities of the course are designed to challenge students' perspectives, expand their consciousness, and enhance their empathy, and humility. Through reflective discussions, readings, and hands-on activities, students will engage in a nuanced study of trauma, its lasting effects, and the ways in which intergenerational trauma continues to shape societal narratives and individual experiences.

COURSE PREREQUISITES

Student enrolled in undergraduate graduate programs in the Department of Psychology and Counseling at UT Tyler; senior standing in psychology, and consent of instructor.

COURSE REQUIREMENTS

A minimum grade of "B" is required for this course.

COURSE OBJECTIVES AND LEARNING OUTCOMES

1. Understand the historical context of the Holocaust with a focus on its psychological and cultural impact.
2. Examine how trauma from the Holocaust and similar historical events is passed down through generations and how this affects individual and collective identities.
3. Develop skills to engage with discomfort and complex emotions, witness human suffering, and reflect on difficult historical truths in a meaningful and compassionate way.
4. Develop and implement self-care techniques to manage the emotional and psychological discomfort of engaging with trauma and complex historical events, ensuring personal well-being throughout the learning experience.
5. Enhance self-awareness and cultural humility in a global context; develop greater consciousness of one's own biases, values, and emotional reactions when confronted with challenging global issues related to trauma and historical memory.
6. Explore and reflect on the importance of remembering traumatic events like the Holocaust, and how these memories shape cultural, political, and social dynamics in the present.

REQUIRED READINGS

- Eger, E. (2017). *The Choice: Embrace the impossible*. Scribner

RECOMMENDED READINGS

- Herman, J. L. (2001). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. New York: NY: Basic Books. ISBN # 9780863584305.
- Levinson, L. (2011). *Gated grief: The daughter of a GI concentration camp liberator discovers a legacy of trauma*. Brule, WI: Cable Publishing. ISBN 978-1-934980-55-2
- van Dernoot Lipsky, L., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. San Francisco, CA: Berrett Koehler Publishers. ISBN: 978-1-57675-944-8

*** Additional readings and resources may be posted in Canvas.**

****Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer**

CONTENT WARNING

This course will increase your awareness and convey information to help you in developing knowledge about the impact of psychological trauma. It is very possible that you, someone you know, or any of your classmates have survived very significant crises or traumas in their lives. You are alerted that the nature of this course involves direct exposure and graphic discussions of many topics that can be stressful and distressing. Some of the lectures, media presentations, sites and places to be visited, and discussions may have a strong emotional impact on you. This course is not intended to facilitate the exploration and healing of trauma for individual students in the class, although it is possible that experiences you have had maybe recalled and thus be felt more deeply because of the content of this course. If you experience distress, you may discuss concerns with the instructor or visit [The UT Tyler Student Counseling Center](#) or some other associated support resource. I encourage the use of self-care strategies both during and after this course.

TEACHING STRATEGIES

This course will involve lectures, dialogue, cultural immersion, group process, journaling, and site visits. Through reflective assignments and discussions, students are asked to link course content to their learning experiences, and vice versa, deepening their understanding of culturally diverse contexts, both in the U.S. as well as abroad. A total of five on-campus classes will be scheduled before, and/or after the trip. The trip will involve 2 weeks of on-location experience in Poland. Regular group process and journaling will be used to help students identify, understand, and integrate their learning through course experiences.

CANVAS (<https://www.utt Tyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedules, links to outside activities, and so on. Within each module folder, the activities necessary to successfully complete that module are described in detail. Take care to examine the module and get in touch with me if you are not clear about the requirements.

COURSE POLICIES AND REQUIREMENTS

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students attend all class meetings and all activities on site (i.e., Poland). If there is an extenuating circumstance or emergency that will require you to miss the class meeting, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed unexcused class students will lose half of the participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose an additional 10 points from their overall grade. All absences must be discussed with the instructor prior to the class missed. Missing the one class meeting may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

CLASS PUNCTUALITY

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in more than one class will result in a drop in attendance and participation points for each incident.

TECHNOLOGY REQUIREMENTS

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the **Canvas helpdesk at (903)566-7439** or email them at itsupport@patriots.uttyler.edu. You can also receive help by using the **Help tab located on the left side of your Canvas screen**, using the Canvas guides, or contacting **Canvas help at (844)214-6949**. If you are having technical difficulties, please alert the professor as soon as possible.

All submissions for this course will be online via Canvas. **Do not wait until the last minute to submit your assignments** as this is a sure way to ensure you will have technical difficulties (remember Murphy's law). Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your purse, backpack, etc. Students who choose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

PATRIOT E-MAIL

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account **ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond **ONLY** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is rgrad@uttyler.edu

***Note: make sure that you do not send emails to rgradl@patriots.uttyler.edu, as I will not receive these messages.*

ONLINE COMMUNICATION

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / ,':-) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Dr. Grad).
- Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

COVID-19 RELATED ISSUES

The University of Texas at Tyler strongly encourages our campus community to take the necessary preventative measures to ensure health and safety. In addition to wearing a mask when appropriate, social distancing when possible, covering coughs and sneezes, and practicing good hand hygiene, the COVID-19 vaccine is a protective measure to prevent severe illness due to COVID-19. You can contact your healthcare provider or local pharmacy to schedule a COVID-19 vaccine. Stay home and contact your professors or supervisors if you do not feel well or have symptoms so that you do not risk exposing others. As a student, you are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the [CDC guidelines](#).

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at the University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS

- **Participation & Professionalism** (30 points)
Active participation and behaving in a professional manner are not only required but also very important. Students are

required to **actively participate** in class discussions and activities. While abroad, students are required to attend **all activities as listed in the itinerary/syllabus, arrive on time, and behave in a respectful and professional manner**-- with each other, with community members, and with faculty. Problematic dispositions (i.e. tardiness, blaming, anger, etc.) will result in points deducted from the final grade. Several concrete ways to ensure quality participation and professionalism include:

- Read and reflect upon assigned readings prior to the trip
 - Consider bigger-picture themes and patterns from multiple perspectives
 - Formulate questions or requests for feedback ahead of time
 - Take appropriate risks, and support your peers in taking risks
 - As for help or support when you need it—from peers and from faculty
 - Overall, be thoughtful, considerate, open to learning, and respectful of others
- **Self-Care Plan & Self-Care Reflection** (12.5 points each – 25 points total)
This assignment has 2 parts.
 - **Part I – Self-Care Plan & Journal**: This assignment supports students' emotional well-being before and during our immersive study abroad experience. Students will have to create a 2–3-page written self-care plan using a template provided by the instructor in Canvas.
 - **Part II – Self-Care Reflection**: After the trip, students will reflect on how the self-care plan supported them and what they have learned about themselves in the process. More information will be provided in Canvas.
 - **On site group debriefing participation** (20 points)
While abroad, students will engage in debriefing groups with their peers and facilitated by the instructor. The reflection/group process will focus on both *cognitive* and *affective* learning of the experiences.
 - **Professional presentation** (25 points)
Graduate students will have to develop a professional presentation. The goal is to connect their experiences from the trip with key insights into the implications of intergenerational trauma on clinical practice. Students will have to create a 15–20-minute professional presentation that explores how the study abroad experience informs their future role as a professional counselor/psychologist. The presentation should focus on trauma-informed care, cultural sensitivity, and the potential challenges the clinicians may encounter in working with clients affected by intergenerational trauma. Students are encouraged to be creative and have fun while working on this assignment. Students may use various formats (e.g., ppt, poster, video, etc.)

LATE ASSIGNMENT POLICY

The due dates for all assignments are listed in the Syllabus and on Canvas and **must be completed by the date and time listed**. You should plan to work on your assignments around your life and submit them earlier in the week if need be. **NO** assignment will be accepted after the deadline, and the student will receive a zero. **CANVAS is the only method assignments are accepted (Email and hard copy are not accepted)**. A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned 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 for a student.

Time	Assignment	Points
Throughout	Participation and Professionalism	30
Before Trip	Self-Care Plan and Journal	12.5
After Trip	Self-Care Reflection	12.5
On Site	Reflection/Process Groups	20
After trip	Professional Presentation	25
		Total: 100
A → 100-90	B → 89-80.	*C → 79-70 *D → 69-60 *F → 59-0 points

*A grade of “C” or lower will require that you retake the course.

**Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date.

PROFESSIONAL DISPOSITIONS ASSESSMENT

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is part of the CMHC Committee’s systematic student review and will be included in the student’s academic file.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

COURSE SCHEDULE*

*This syllabus is a guide and outline for the progression of the course. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

PRE-DEPARTURE SCHEDULE

Date	Topic	Assignments
4/17	Pre-Departure Meeting with OIP	
4/21	- Introduction and Orientation: Building Group Community - Vicarious Trauma/Cultural Humility - Intergenerational Trauma & The Holocaust	Self-Awareness and Self-Care Plan Due on 5/10 by 11:59PM

FLY TO KRAKOW on 5/11 → Arrive on 5/12

POLAND SCHEDULE

Date	Location	Activities Planned	Assignments
May 12	Krakow	- API cultural, health, and safety orientation - Neighborhood walking tour	
May 13	Krakow	- Guided walking tour of Old Town and Wavel Castle Area - Guided walking tour of Kazimierz District - Group welcome dinner	
May 14	Krakow	Guided tour of the Krakow Ghetto	

May 15	Krakow	- Guided tour of Auschwitz - Guided tour of Birkenau	Work on Self-Care Plan Participate in Debriefing Groups
May 16	Krakow	Guided tour of Wieliczka Salt Mines	
May 17	Warsaw	Guided walking tour of Old Town Warsaw	
May 18	Warsaw	- Guided tour of the POLIN Museum - Guided tour of the Warsaw Uprising Museum	
May 19	Warsaw	Guided tour of Treblinka	
May 20	Gdansk	Guided walking tour of Gdansk	
May 21	Gdansk	Guided tour of the Museum of Coastal Defense	
May 22	Gdansk	- Guided tour of the Museum of the Second World War - Visit to Westerplatte & open-air WWII museum - Group farewell dinner	

FLY TO DALLAS on 5/23 → Arrive on 5/23

POST-DEPARTURE SCHEDULE

Date	Assignments
5/28	Post Trip Self-Care Reflection Due on 5/28 by 11:59PM
5/30	Presentation – only graduate students Due on 5/30 by 11:59PM

COLLEGE OF EDUCATION AND PSYCHOLOGY POLICIES

COLLEGE OF EDUCATION AND PSYCHOLOGY MISSION STATEMENT

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

COLLEGE OF EDUCATION AND PSYCHOLOGY VISION STATEMENT

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

UNIVERSITY POLICIES AND INFORMATION

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

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and tasks 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 research approaches. 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 the UT Tyler's Academic Integrity Policy.

Artificial Intelligence is not permitted in this course at all. To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

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 documents 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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

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 <https://www.utttyler.edu/disability-services>, the SAR office located in the Robert Munz Library, LIB 460 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@utttyler.edu or via phone at 903.565.5972.

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 support 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 to receive this support. Students should reach out to the Parenting Student Liaison at parents@utttyler.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.utttyler.edu/about/campus-carry/index.php>.

UT TYLER RESOURCES FOR STUDENTS

- [UT Tyler Counseling Center](#) (available to all students)
- [Student Assistance and Advocacy Center](#)

- [Military and Veterans Success Center](#) (supports for all military-affiliated students)
- [UT Tyler Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler)

