



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5380 – Special Topics

Topic – Exploring the Good Life: Trauma, Meaning, and Flourishing

Summer 2026 Syllabus

Course Meeting Time: Tuesdays and Thursdays 2:00-4:45PM

Location: Online Synchronous

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

Office Hours: By appointment

COURSE CATALOG DESCRIPTION

Seminars of topical interest in specialized areas of counseling. Prerequisite: Consent of instructor.

COURSE DESCRIPTION:

What does it mean to live a life worth living and how do suffering and trauma shape that pursuit? How does one live well after trauma? Who do we respond to and what should we do when we fail to recover after trauma? Grounded in the *Life Worth Living* framework from Yale University, this course invites students to critically examine these questions of identity, purpose, and flourishing. Drawing on interdisciplinary perspectives, including theology, philosophy, psychology, and cultural studies, students will explore how diverse worldviews respond to these questions and what it means to seek meaning in the aftermath of suffering. Through reflective writing, experiential activities, and dialogue, students will engage in a process of personal exploration that challenges their current perspectives and fosters growth. The course cultivates essential competencies including self-awareness, cultural humility, empathy, and the ability to approach intellectual and emotional discomfort with openness, care, and curiosity.

COURSE LEARNING OUTCOMES

- **Learning goal:** Read and critically engage with foundational texts of multiple traditions
 - Learning objective: Students will summarize and compare key arguments from foundational texts representing different philosophical, theological, psychological, or cultural perspectives.
- **Learning goal:** Demonstrate humility and empathy when engaging with perspectives and experiences different from their own
 - Learning objective: Through structured dialogue, students will demonstrate active listening and respectful engagement with classmates, cultivating the ability to tolerate ambiguity and discomfort
- **Learning goal:** Reflect on personal beliefs, values, and lived experiences to deepen self-awareness and inform clinical identity
 - Learning objective: Students will connect personal belief and values to course content, and explicitly link their reflections to their developing identity as future clinicians
- **Learning goal:** Articulate their own views on what makes a life worth living
 - Learning objective: Students will develop and present a personal framework for a life worth living in a final paper and presentation, integrating course materials and personal experiences. They will also explain what personal changes in thought, action, and feeling are necessary in order to live a life worth living.

COURSE QUESTIONS:

1. After suffering, who do we answer to? How do trauma and suffering shape our sense of responsibility to ourselves, to others, to something greater than ourselves?

2. How should we live in the aftermath of pain? What does it mean to live a good life when our past includes suffering?
3. What should we hope for in the face of trauma and disillusionment?
4. What should we do when we fail?
5. What is the role of suffering in a good life? How should we respond to suffering, our own and others?
6. How does a good life after trauma feel?

PRINCIPLES

This course takes a broader and more integrated approach than many of the courses you are likely to encounter. Because this course invites us to engage in both descriptive (what *is*) and normative (what *ought to be*) inquiry, we have to step back and take a wider lens on what learning looks like in this space. To help you know what to expect—and to offer a foundation for how we will evaluate our work together—the following guiding principles will shape this course:

- *We engage life's big questions with honesty and courage.* This course asks us to wrestle with deep, sometimes uncomfortable realities such as trauma, purpose, and what it means to flourish. We, both students and instructor, are showing up willing to think, feel, and reflect deeply because these questions shape how we live.
- *We take responsibility for our own growth.* Flourishing starts with self-awareness. We will examine how our values, experiences, and cultural lenses shape how we understand meaning and suffering. No one else can do this work for us but we will do it together.
- *We practice presence, curiosity, and humility.* We slow down and make space—for dialogue, silence, uncertainty, and each other. We listen closely, especially when we disagree. We honor questions more than quick answers and recognize that everyone in this room has something to teach us.
- *We treat this learning community with care and respect.* We matter. Our thinking matters. This is a space where effort counts, vulnerability is respected, and complexity is welcomed. We show up fully, ask hard questions, and support one another as we explore what it means to live a good and meaningful life.

REQUIRED READINGS:

All the readings for this class are available on Canvas. There is no book to buy.

TEACHING STRATEGIES

This is an online synchronous course. There are bi-weekly mandatory class meetings with the instructor, and you are expected to attend all classes as outlined in the course schedule. Traditional online instruction allows for approximately 42 hours of in-class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require approximately 72 hours of clock time to complete. The course is set up in 12 bi-weekly learning units that equate to approximately 12 hours of classwork (lectures, activities, homework, readings) per week.

CANVAS (<https://www.uttler.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*. 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.

CLASS PARTICIPATION ON ZOOM POLICY

Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, and questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussions and activities. The expectations for students attending synchronous Zoom classes are similar to the expectations for students attending an in-person class.

- Students will fully attend each class from the start time to the end time of class. Being in attendance for a Zoom class means that a student has their camera turned on for the entire duration of the class. Being in attendance for class also means that students are not concurrently engaged in other activities while attending online synchronous Zoom classes (e.g., driving a car, working, attending an appointment, or sitting in a waiting room).
- Students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting upright (i.e., not laying down), being awake and alert, and participating during class.

Students can find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, and children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

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.uttlyer.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.

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

- **Reading Reflection & Question Submission (6x4 points, 24 points total, 20% of final grade)**. This assignment is designed to prepare you for meaningful class discussions by encouraging deep engagement with the readings before class. Your task is not to summarize, but to reflect, question, and think critically about how the text challenges or resonates with you. More information will be posted on Canvas
- **Engaged Participation and Presence (20 points, 20% of final grade)**. This course is built around shared inquiry into the questions that shape a life worth living. Participation in classroom dialogue is not about having the “right” answers, but about showing up fully, with openness, presence, and a willingness to engage with others and yourself. This assignment evaluates the *quality* of your engagement with the material, your peers, and your own growth over time. More information will be posted on Canvas.
- **Classroom Discussion Reflections (6x4 points, 24 points total, 20% of final grade)**. Throughout the course, you will participate in classroom dialogues that explore six questions. This assignment is an opportunity to process your own experience of those conversations, what challenged you, what moved you, and how your peers’ insights shaped your thinking. You will reflect on your willingness or lack thereof to sit with discomfort, wrestle with uncertainty. The goal is not to arrive at polished conclusions, but to grow in humility, self-awareness, and the ability to apply classroom insights to your own life and ongoing development. More information will be posted on Canvas.
- **Final Reflection Paper: A Life Worth Living After Trauma (32 points, 40% of final grade)**. Throughout this course, you have engaged with profound and often uncomfortable questions about what it means to live a good life, especially in the aftermath of trauma and suffering. We have explored insights from religious, philosophical, psychological, and lived perspectives. You have reflected deeply on life worth living, healing, hope, and what it means to flourish in the face of adversity. For your final reflection, you are invited to respond to the question: *What does a life worth living look like for me, now?* This is not about giving a perfect or final answer. It is an opportunity to reflect honestly on your personal journey through the course, articulate what matters most to you now, considering what you have explored, acknowledge what still feels unresolved, uncomfortable, or evolving. Speak from a place of humility, and self-awareness. You are expected to read your reflection aloud in our final class meeting. Your final written piece must be ~750-1000 words. I encourage you to write with care, depth, and authenticity. Your grade will reflect your thoughtfulness, effort to integrate course themes, and your willingness to engage personally, not your polish or certainty.

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	Percentage
Before Each Class	Reading Reflection & Question Submission	20%
After Class	Classroom Discussion Reflections	20%
Throughout	Engaged Participation and Presence	20%
Final week	Final Reflection Paper	40%
		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.

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.

Dates	Topic	Readings	Assignments
Class 1 T 6/2	Introduction and Orientation Course Overview	Syllabus	
Class 2 R 6/4	Culture Building What is worth wanting?		
Class 3 T 6/9	After suffering, who do we answer to? How do trauma and suffering shape our sense of responsibility to ourselves, to others, to something greater than ourselves?	Readings posted on canvas	Reading Reflection due on 6/9 by 9AM Classroom Reflection due on 6/9 by end of class
Class 4 R 6/11	How should we live in the aftermath of pain? What does it mean to live a good life when our past includes suffering?	Readings posted on canvas	Reading Reflection due on 6/11 by 9AM Classroom Reflection due on 6/11 by end of class
Class 5 T 6/16	What should we hope for in the face of trauma and disillusionment?	Readings posted on canvas	Reading Reflection due on 6/16 by 9AM Classroom Reflection due on 6/16 by end of class
Class 6 R 6/18	What should we do when we fail?	Readings posted on canvas	Reading Reflection due on 6/18 by 9AM Classroom Reflection due on 6/18 by end of class
Class 7 T 6/23	What is the role of suffering in a good life? How should we respond to suffering, our own and others?	Readings posted on canvas	Reading Reflection due on 6/23 by 9AM Classroom Reflection due on 6/23 by end of class
Class 8 R 6/25	How does a good life after trauma feel?	Readings posted on canvas	Reading Reflection due on 6/25 by 9AM Classroom Reflection due on 6/25 by end of class
Class 9 T 6/30	What is a life worth living?		Final Reflection Paper due on 6/30 by 9AM
Class 10 R 7/2	Finals week No class meeting		

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

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 UT Tyler's Academic Integrity Policy.

Artificial Intelligence is not permitted in this course at all. I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

The instructor will use the University's Turnitin platform, embedded in Canvas, to screen **ALL** assignments for AI. Any submission with AI detection above 30% will result in a full rewrite for credit. For a rewrite to be considered, the revised submission must show an AI detection score of 30% or less and clearly reflect the student's own understanding and writing. Rewrites need to be submitted within a timeframe determined by the instructor. Furthermore, repeated instances of AI detection above 30%, whether across multiple assignments or multiple submissions of the same assignment, will result in action in accordance the University's policies for reporting academic dishonesty. Please note that AI use is strictly forbidden in this course. Therefore, citing AI use will **NOT** protect AI use, and will not prevent the above stated consequences.

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.uttyler.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@uttyler.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@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>.

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 Tyl

