



Course Syllabus: Introductory Sociology

SOCL 1133, Section 202

Spring 2025

Instructor: Dr. Wesley Cohoon

E-mail: wesley.cphoon@msutexas.edu

Course Modality: Face-to-Face

Meeting Times: Mon, Wed, and Fri from 10:00 a.m. to 10:50 a.m.

Class Location: Prothro-Yeager, PY100

Office: Prothro-Yeager, 0-134

Office Hours: Mondays and Wednesdays from 11:55 a.m. to 1:55 p.m. and Fridays
11:55 a.m. to 12:55 a.m.

Course Introduction

Course Quote

"100% of customers are people. 100% of employees are people. If you don't understand people, you don't understand business." – Simon Sinek

Course Description

This course is designed to provide students new to sociology with the foundations of the discipline. Students will be introduced to the scientific study of human groups, organizations, and societies and will examine the major sociological questions and approaches to studying them. Subjects discussed will include culture, social stratification, race/ethnicity, gender, marriage and family, education, religion, social organizations, and social theories.

Instruction will be provided through a variety of different methodologies to provide a more comprehensive learning environment and introduction to the various ways of learning and use of sociological data and collection.

Please note that sociology is the study of collectives and as such personal experience is sometimes contrary to research studies. This does not invalidate your experience or the research. Please proceed through this course with an open mind and a willingness to see society objectively as an 'outsider'.

Textbook & Instructional Materials

Book: Exploring the Architecture of Everyday Life, 14th Edition

Author: Newman

ISBN: 9781071849552

Publisher: Sage Publications

Who is the instructor?

My career has included a wide range of professional experiences, from teaching at universities to working in businesses, nonprofits, hospitals, and governmental agencies. My diverse professional journey has been united by my work with, love of, and curiosity for people. Although I have changed careers many times, sociology has been at the core of all my careers because I have dealt with people.

I am married with five children. My youngest three are 17, 15, and 13. My two oldest kids are adults who are both married and have children. We have three dogs at my house—Cupcake, Oreo, and Waffles. I love spending time with my family and hanging out.

I have earned two doctorates, two master's, and a bachelor's degree. Part of my research focus is on applying sociology in the real world. I have a sociology podcast called "As a Matter of Interact: Practical Sociology for Everyone." I am a Certified Clinical Sociologist through the Association for Applied and Clinical Sociology and serve as an Associate Editor of the *Journal of Applied Social Sciences*.

Teaching Philosophy

I want to come alongside students and help them discover themselves and their social world. In addition to providing information, I want to listen and learn from others and their experiences. While I care about students, I also want them to grow and experience some level of discomfort. While people do not like tension and conflict, people experience growth through it. People need to feel some stress and have their existing knowledge challenged to gain new understanding. I encourage students to engage in an action/reflection model where they can

learn, do something with their knowledge, come back and reflect on their experience, and repeat the process. Lastly, learning is difficult, but it is also fun. I welcome playfulness, humor, and student interaction throughout class time.

Additional Sociological Resource

To learn more about sociology and its practical applications, check out my bi-weekly podcast, [As a Matter of Interact: Practical Sociology for Everyone](#). The podcast helps people understand and evaluate social interactions, relationships, human behaviors, and systems. Check out the podcast to better navigate your life and make informed decisions as you practically apply sociology.



London Study Abroad: Sociology

I highly encourage students to consider participating in the Study Abroad program that MSU offers through its Global Education Office. In the summer of 2025, I will teach British Culture and Society (SOCL 4883, 4893). Students will earn six credit hours towards their degree in only five weeks. Studying sociology in London is a great learning opportunity, and it provides students with a chance to experience, live, and travel to a foreign country. The London classes last for five weeks with a one-week minibreak in between. The flight will depart on Thursday, July 3rd, and we will return to the United States on Monday, August 4th.

You can take my London sociology class with any major. Depending on your major and minor, this course could count towards your major, minor, or elective course requirements. My sociology class will compare British society and culture to American society and culture. The class will teach students how to evaluate and assess cultures, societies, and social interactions. The class will be highly interactive, and several assignments will include activities and immersion into British culture.

Planning is critical to a successful study abroad experience. I will share the London Study Abroad finalized dates and information as soon as it is available through the Global Education Office. If you have any questions or concerns, you can always contact me or schedule a meeting with MSU's Global Education Office and Study Abroad. Remember, the application deadline is usually in March, and the Global Education Office is there to discuss financial aid and scholarship opportunities to ensure you are well-prepared for this exciting journey.

[MSU Global Education Office](#)

[MSU London Study Abroad](#)

Instructor Policies

Assignment Submission

Submit all your assignments via D2L, and they need to be in Word or PDF. Students are responsible for ensuring assignments are submitted on time and in an accessible format.

Assignment Feedback

I will provide assignment feedback within seven days of the due date. My feedback will be provided in the form of comments on the assignment in D2L. You are welcome to come and talk to me about any assignment and feedback that I have offered. Your grades will be posted in D2L.

Email Communication with the Instructor

Please follow the below template when sending me an email. Failure to follow this format will result in a response from me stating, "Please read the syllabus and follow the email formatting instructions." Students are welcome to ask questions, but I want them to first check the syllabus for the answer before asking or clarifying a question.

Dr. Cohoon

My name is (Xyz), and I am a student in your SOCL 1133, 202: Introductory Sociology class this spring semester. I am emailing to ask you about (blank). I looked in the syllabus, and it states (blank) about my question.

Thanks,

(Your Name)

Late Work

All assignments are due in D2L before 11:59 p.m. on their listed due date in Word or PDF. If the assignment does not upload, I do not have it. The student is responsible for ensuring that their assignments are uploaded. Corrupted documents do not count, and you need to ensure that the assignment is uploaded in the proper format. I will deduct ten percent per day for late assignments. There are no exceptions, and all late work will be deducted 10% for every day it is late. This late policy is generous, and students can still earn a good grade on an assignment when it is late.

Attendance

Presence is important. There is a high correlation between attendance and class grades. In-class attendance is required. If a student is going to miss class, they need to email the instructor. Students who miss more than 20% of the classes can result in a reduction of a full letter grade. Students who miss more than 30% of the classes can either be dropped or receive an F in the course. Students with excessive absences, or those who fail to notify the instructor of class absences, can be dropped at the instructor's discretion.

Plagiarism

The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit. Using AI technology (like ChatGPT) to write assignments is considered plagiarism. Students who plagiarize will receive a zero on the assignment and can face additional academic consequences. However, students are welcomed and encouraged to use proofreading applications like Grammarly. The difference between technology ChatGPT and Grammarly is that technology like Grammarly uses the student's original ideas and helps proofread.

Evaluation and Grading

Cultural Assignments – 21%

Students will have three assignments this semester that test their intercultural knowledge, ability to think critically, and utilize their sociological imaginations. Each of these assignments is worth 7 points each for a total of 21 points towards the final grade. The assignment details are listed below.

Cultural Assignment #1: World Health Organization

Students will gather information from the World Health Organization. The purpose of this exercise is to give students experience understanding and

working with statistical data related to social issues. In addition, this exercise requires critical thinking in comparing numbers, understanding differences, and drawing conclusions based on the data.

This assignment has two parts. For the first part, students will need to make a table that compares their countries like the one listed below. The second part of the assignment involves the students analyzing their findings in written form. The written part should be 500 to 750 words (1.75 to 2.5 pages). The assignment is due on February 9th.

Steps to Complete the Assignment:

- Go to The World Health Statistics 2019 data visualization dashboard (<https://apps.who.int/gho/data/node.sdg?lang=en>)
 - Scroll down and you will see boxes with health issues such as maternal mortality or newborn and child mortality. If you click on one of the topics, you will be given some choices of data. For example, under maternal mortality you will see a maternal mortality link, a link for births attended by skilled health personnel, and a link for a data table.
 - Click on the maternal mortality link and you will see a chart with six world regions from Africa to Western Pacific listed on the left. If you click on a region, you will get more specific information for those countries in that region; note the second chart for data. For example, if you click on Americas you will see a distribution chart showing Canada and USA have low rates of maternal deaths compared to Haiti which is a shockingly high rate.
- Your task is to examine two of those health issues in those initial boxes and explore the data for one option provided the six regions (If you select a box and find that you have no regional averages, pick one of the other health issue boxes).
 - A note on the assignment, pick only one option in your section. For example, in Newborn and Child Mortality you have two choices, under-five mortality and neonatal mortality. One use one of those. Also, in some areas, you will see that many countries do not report data so you may not have data on every country in that region.

Table 1: World Health Organization Exercise

	Health Choice 1	Health Choice 2
Global Average		
Africa		
Europe		
Americas		
South-East Asia		
Eastern Mediterranean		
Western Pacific		

U.S. Comparison (low, medium, or high)

Questions to answer in the written part:

1. Give a brief history and description of the World Health Organization. What is the purpose of the organization and how is it funded? What is its reputation for accurate, reliable data? Specify where you got this information. Don't copy and paste.
2. Within each of those regional averages, which countries have the highest and lowest rates for your Health Issue Choice #1 and Health Issue Choice #2.
3. Examine the data that you gathered from the World Health Organization site and analyze your findings for each of your two health-related issues. You will need to compare and contrast the regions and suggest explanations for the varying rates. Pay particular attention to where the United States ranks. You might also note rates for China, India, and Germany. Were there any surprises when comparing other countries to the United States? Explain.

Grading Criteria for World Health Organization Exercise:

Well-written— 30%

- Students wrote in paragraph form and answered the questions in order – 10%
- The writing portion was 500 to 750 words (1.75 to 2.5 pages) – 10%
- Grammar and mistake-free – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 10%
- The font is 12-point, Times New Roman – 10%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%

Demonstrated Sociological Understanding – 40%

- Students created a table and used appropriate data – 10%
- Students critically engaged Question One – 10%
- Students critically engaged Question Two – 10%
- Students critically engaged Question Three – 10%

Cultural Assignment #2: Intercultural Knowledge Paper: Sanitation

The second assignment is the Intercultural Knowledge Paper: Sanitation. For this assignment students will watch the Francis de los Reyes "Sanitation is a Basic

Human Right” TED Talk video. The video is a little over 8 minutes, and it can be found at the following link: [Sanitation is a Basic Human Right](#).

After you watch the video, answer the following five questions. Each answer should be at least one paragraph. This paper is due by March 23rd.

1. Before watching the video, what was your definition of the word sanitation? I will not deduct points for what you say or do not say here. This is really to see how you feel about sanitation before and after the video.
2. Discuss the difficulties of proper sanitation mentioned in the video. What do you think is the most critical resource needed to build and maintain proper sanitation?
3. How are their experiences of sanitation (or lack thereof) different from our own (cultural vs structural)?
4. What does Francis de los Reyes say we can gain from seeing sanitation as a human right? Do you agree/disagree? Why?
5. What are the cultural aspects mentioned in the video with regard to the difficulties faced by sanitation workers? How does that relate to our own society’s perspective on sanitation workers?

Grading Criteria for Intercultural Knowledge Paper:

Well-written— 20%

- Student used sentences to answer the questions – 5%
- Students answered the questions using at least one paragraph – 5%
- Grammar and mistake-free – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 10%
- The font is 12-point, Times New Roman – 10%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%

Demonstrated an Ability to Think Sociologically – 50%

- Each question is worth 10 percent for a total of 50. I am looking that the student incorporated a knowledge of cultural self-awareness, cultural worldview frameworks, empathy, and ability to suspend personal values and judgements.

Cultural Assignment #3: Current Event Analysis

The third assignment is the Current Event Analysis. For this assignment students will choose a current event from a reputable news source to analyze. The event

cannot be older than six months. Part of this assignment includes the student's ability to select an event. This paper needs to be 750 to 1,250 words (2.5 to 4.5 pages). This paper is due by May 4th.

Grading Criteria for Current Event Analysis:

Well-written— 40%

- Paper is 750 to 1,250 words (2.5 to 4.5 pages) – 10%
- Grammar and mistake-free – 10%
- Student summarized the article in one, introductory paragraph – 10%
- Logical and consistent argument – 5%
- Paragraphs are appropriate length – 5%

Formatted Correctly— 20%

- Word or PDF document with one-inch margins – 2.5%
- The font is 12-point, Times New Roman – 2.5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 5%
- Student listed the document source (author, date, page#, title, news source) – 5%

Demonstrated an Ability to Think Sociologically – 40%

- The current event was from a reputable news source and less than six months old – 10%
- Student use, apply, and bolded at least 10 sociological concepts in their analysis – 20%
- Students provided their own conclusions to the argument – 10%

Socialization Paper – 15 %

The assignment is that you are to watch the documentary "The Mask You Live In." It is an excellent documentary, and it illustrates the socialization process along with concepts where you can think about Mead, Cooley, and the Looking-Glass Self. We will watch the documentary during class time. However, if you miss the class, you can stream it/watch it for free if you go to the MSU LIBRARY on KANOPY. Here are step-by-step instructions:

1. Go to [Kanopy](#)
2. Scroll down to the bottom of the page and click the "Get Started" button under the words, "Sign up today for free through your public library or university."
3. Click the "Find Your University" button on the page.
4. Type "Midwestern State University" under the Find Your University search bar.
5. Click the "Log in to MSU" button.
6. Enter your MSU Username and MSU Password

7. I believe the next page will give you an option to sign up, and you can skip that step if you want.
8. Now you should be on the Kanopy main page. Type in "The Mask You Live In" in the search bar.
9. The "Mask You Live In" movie should be listed along with several other films. Click "The Mask You Live In," then hit the "Play" button.
10. The movie is a little over one hour and thirty minutes.

After you watch the movie, answer the following four questions. Each answer should be at least one paragraph. This paper is due by February 23rd.

1. What were your thoughts and feelings about "The Mask You Live In?" Did the documentary resonate with any of your experiences of socialization? If so, how?
2. Even if you did not hear the same phrases as the people in the documentary, what messages of socialization and identity did you receive as a child?
3. How does "The Mask You Live In" reflect socialization, Mead, Cooley, or the Looking Glass Self?
4. Which agent of socialization has the most impact on your life at the moment? Why and how so?

Please do not wait until the last minute to try and watch this movie. Usually, I respond to emails quicker, but my policy is that I will respond within two business days. If you wait until or right before it is due, I may not get back to you in time. Also, while I love sociology and people, I am deficient in most technical matters. You are responsible for finding and watching the movie and submitting questions on or before the due date.

Grading Criteria for Socialization Paper:

Well-written— 30%

- Student used sentences to answer the questions – 5%
- Students answered the questions using at least one paragraph – 5%
- Grammar and mistake-free – 10%
- Logical and consistent argument

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 10%
- The font is 12-point, Times New Roman – 10%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%

Demonstrated an Ability to Think Sociologically – 40%

- Each question is worth 10% for a total of 40. I am looking for how the students incorporate the sociological theories with their lived experiences.

Sociological Papers – 39%

Three times throughout the semester, students will write a paper that explores a piece of media (like a television show, movie, book, etc.) through a specific sociological lens. These papers will be 500 to 750 words and demonstrate an understanding of a theorist or sociological perspective. Each paper is worth 13 points each, which is a total of 39 points for all three.

The first sociological paper will focus on structural functionalism and is due February 16th. The second paper will be on conflict theory (feminist theory is acceptable for the second paper) and is due April 6th. The final paper will focus on symbolic interactionism and is due April 20th. Assignments must be submitted through D2L online on the due date.

First Sociological Paper: Structural Functionalism

Students will pick a piece of media (like a television show, movie, book, etc.) and view it through a structural functionalist lens. The paper needs to be 500 to 750 words (1.75 to 2.5 pages) and demonstrates the student's understanding of structural functionalism, use of sociological vocabulary, and ability to apply structural functionalism to a given situation.

Grading Criteria for Sociological Papers:

Well-written— 30%

- Paper is 500 to 750 words minimum (1.75 to 2.5 pages) – 10%
- Grammar and mistake-free – 10%
- Paragraphs are appropriate length – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 5%
- The font is 12-point, Times New Roman – 5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 10%

Demonstrated an Ability to Think Sociologically – 40%

- Creatively identified a piece of media to interpret through a sociological lens – 10%
- Used and bolded at least five sociological words associated with the chosen sociological lens – 10%
- Demonstrated an understanding of the specific sociological theory – 10%
- Correctly applied the sociological theories to the student's selected topic – 10%

Second Sociological Paper: Conflict Theory

Students will pick a piece of media (like a television show, movie, book, etc.) and view it through a conflict theory lens (which could include a feminist lens). The paper needs to be 500 to 750 words (1.75 to 2.5 pages) and demonstrates the student's understanding of conflict theory, use of sociological vocabulary, and ability to apply conflict theory to a given situation.

Grading Criteria for Sociological Papers:

Well-written— 30%

- Paper is 500 to 750 words minimum (1.75 to 2.5 pages) – 10%
- Grammar and mistake-free – 10%
- Paragraphs are appropriate length – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 5%
- The font is 12-point, Times New Roman – 5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 10%

Demonstrated an Ability to Think Sociologically – 40%

- Creatively identified a piece of media to interpret through a sociological lens – 10%
- Used and bolded at least five sociological words associated with the chosen sociological lens – 10%
- Demonstrated an understanding of the specific sociological theory – 10%
- Correctly applied the sociological theories to the student's selected topic – 10%

Third Sociological Paper: Symbolic Interactionism

Students will pick a piece of media (like a television show, movie, book, etc.) and view it through and view it through a symbolic interactionist lens. The paper needs to be 500 to 750 words (1.75 to 2.5 pages) and demonstrate the student's understanding of symbolic interactionism, use of sociological vocabulary, and ability to apply symbolic interactionism to a given situation.

Grading Criteria for Sociological Papers:

Well-written— 30%

- Paper is 500 to 750 words minimum (1.75 to 2.5 pages) – 10%
- Grammar and mistake-free – 10%
- Paragraphs are appropriate length – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 5%
- The font is 12-point, Times New Roman – 5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 10%

Demonstrated an Ability to Think Sociologically – 40%

- Creatively identified a piece of media to interpret through a sociological lens – 10%
- Used and bolded at least five sociological words associated with the chosen sociological lens – 10%
- Demonstrated an understanding of the specific sociological theory – 10%
- Correctly applied the sociological theories to the student’s selected topic – 10%

Final Exam – 25%

Students will take a final exam to assess their knowledge of the course materials. The final exam will be 25 questions and multiple choice. The test will cover the information from this semester’s textbook. The 25 questions are randomly selected from several hundred options, so the tests should all be different. Students are welcome to use their books and notes on the exam.

The exam is scheduled for Monday, May 12th between 10:30 a.m. to 12:30 p.m. I will open the test first thing on May 12th, and it must be completed before 11:59 p.m. *In rare cases, I can reschedule the Final Exam up to two days after the due date. Students are responsible for communicating with and contacting me. After two days of the exam, students who have not taken it will receive a zero on the assignment.*

Grading

Table 1: Total Points for Assignments

Assignments	Points
Cultural Assignment #1	7
Cultural Assignment #2	7
Cultural Assignment #3	7
Sociological Paper #1: Structural Functionalism	13
Sociological Paper #2: Conflict Theory	13
Sociological Paper #3: Symbolic Interaction	13
Socialization Paper	15
Final Exam	25
Total Points	100

Table 2: Total Points for Final Grade

Grade	Points
A	90% and above
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 60%

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Any changes will be communicated clearly and as soon as possible.

Table 3: Class Assignments and Due Dates

Week	Class Assignment	Due Date
1	Read Chpt 1: New Look at a Familiar World	Jan 21st
1	Wed Class Participation	Jan 22nd
1	Fri Class Participation	Jan 24th
2	Read Chpt 2: Seeing and Thinking Sociologically	Jan 27th
2	Mon Class Participation	Jan 27th
2	Wed Class Participation	Jan 29th
2	Fri Class Participation	Jan 31st
3	Read Chpt 3: Building Reality	Feb 3rd
3	Mon Class Participation	Feb 3rd
3	Wed Class Participation	Feb 5th
3	Fri Class Participation	Feb 7th
3	Cultural Assignment #1: World Health Organization	Feb 9th
4	Read Chpt 4: Building Order	Feb 10th
4	Mon Class Participation	Feb 10th
4	Wed Class Participation	Feb 12th
4	Fri Class Participation	Feb 14th
4	1st Sociological Paper: Structural Functionalism	Feb 16th
5	Read Chpt 5: Building Identity: Socialization	Feb 17th
5	Mon Class Participation	Feb 17th
5	Wed Class Participation	Feb 19th
5	Fri Class Participation	Feb 21st
5	Socialization Paper: The Mask You Live In	Feb 23rd
6	Read Chpt 6: Supporting Identity	Feb 24th
6	Mon Class Participation	Feb 24th
6	Wed Class Participation	Feb 26th
6	Fri Class Participation	Feb 28th
7	Read Chpt 7: Building Social Relationships	March 3rd
7	Mon Class Participation	March 3rd
7	Wed Class Participation	March 5th

7	Fri Class Participation	March 7th
N/A	Spring Break - No Classes	March 9-16th
8	Read Chpt 8: Constructing Difference	March 17th
8	Mon Class Participation	March 17th
8	Wed Class Participation	March 19th
8	Fri Class Participation	March 21st
8	Cultural Assignment #2: Sanitation	March 23rd
9	Read Chpt 9: Structure of Society	March 24th
9	Mon Class Participation	March 24th
9	Wed Class Participation	March 26th
9	Fri Class Participation	March 28th
10	Read Chpt 10: The Architecture of Stratification	March 31st
10	Mon Class Participation	March 31st
10	Wed Class Participation	April 2nd
10	Fri Class Participation	April 4th
10	2nd Sociological Paper: Conflict Theory	April 6th
11	Read Chpt 11: The Architecture of Inequality	April 7th
11	Mon Class Participation	April 7th
11	Wed Class Participation	April 9th
11	Fri Class Participation	April 11th
12	Read Chpt 12: The Architecture of Inequality	April 14th
12	Mon Class Participation	April 14th
12	Wed Class Participation	April 16th
12	MSU Holiday No Friday Class	April 17th
12	3rd Sociological Paper: Symbolic Interactionism	April 20th
13	Read Chpt 13: Demographic Dynamics	April 21st
13	Mon Class Participation	April 21st
13	Wed Class Participation	April 23rd
13	Fri Class Participation	April 25th
14	Read Chpt 14: Architectures of Change	April 28th
14	Mon Class Participation	April 28th
14	Wed Class Participation	April 30th
14	Fri Class Participation	May 2nd
14	Cultural Assignment #3: Current Event Analysis	May 4th
15	Mon Class Participation	May 5th
15	Wed Class Participation	May 7th
15	Fri Class Participation	May 9th
15	Final Exam	May 12th

University and Class Policies

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Student Handbook

Refer to: [Student Handbook](#)

Change to Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Service for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking and Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)