Instructor: Joel L. Carr, Ph.D., LCSW, BCD
Email: joel.carr@angelo.edu
Phone: (325) 486-6881
Office: Health and Human Services Building, Office 318P
Student Hours: MWF 1400 – 1600 and TR 1500 - 1700

Course Information

Course Description
6370 Advanced Policy Analysis and Advocacy (3-0). This advanced course builds upon policy practice skills and knowledge and macro community practice techniques. Course content presents frameworks for policy research and analysis. Students will conduct advanced analysis and critique of social welfare policies that affect families and diverse and oppressed populations. Students will develop advocacy and intervention techniques aimed at positively impacting social welfare and public policies. Students will also develop written and verbal persuasion skills. Prerequisite: Social Work 6365.

Course Credits
3 Semester Credit Hours

Prerequisite and Co-requisite Courses
Prerequisite: Social Work 6365.

Prerequisite Skills
Accessing Internet websites, working knowledge of the APA’s writing style, using ASU Library resources, using Blackboard, and proficiency with Microsoft Word, Excel, and PowerPoint are expectations of the course.
Program Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage with clients and colleagues conveying a strength-based demeanor and attitude</td>
<td>Journals</td>
<td>Competency 1</td>
</tr>
<tr>
<td>Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.</td>
<td>Journals Policy Advocacy Challenges Policy Analysis Presentation</td>
<td>Competency 3</td>
</tr>
<tr>
<td>Evaluate the impact (intended and unintended) of global polices and regulations.</td>
<td>Policy Analysis Presentation</td>
<td>Competency 5</td>
</tr>
</tbody>
</table>

Course Delivery
This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU’s Blackboard Learning Management System.

Required Texts and Materials


NOTE: All assignments submitted in this course are to be written in strict accordance with the *Publication Manual of the American Psychological Association* (7th ed.)

Recommended Texts and Materials
NASW Code of Ethics
Texas Board of Social Work Examiners Webpage (Code of Conduct and Scope of Practice)
Technology Requirements
You will need access to Blackboard, Angelo State University’s learning platform. Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor. Use of another electronic device is prohibited.

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Topic Outline
Module 1: Includes chapters 1-4 and discusses the challenges encountered by policy advocates, the rationales for participating in policy advocacy, the skills and competencies needed for policy advocacy, and looks at understanding the ecology of governmental, electoral, community, and agency settings.

Module 2: Includes chapters 5-7. This module looks at expanding policy advocacy across national borders, committing to problems and solutions by building policy agendas and engaging in policy analysis, and taking the first step in policy analysis through analyzing problems.

Module 3: Includes chapters 8-11 and covers placing policy proposals in policy briefs, presenting and defending policy proposals, developing and using power in the policy enacting task, and developing political strategy and putting it into action.
Module 4: Includes chapters 12-14 and discusses engaging in ballot based policy advocacy, troubleshooting and assessing policies, and evidence based policy.

Communication
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (with the exception of university approved holidays) between 0800 and 1700. Weekend and/or holiday messages may not be returned until the next work day.

Written communication via email: All e-mail will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, E-Mail, etc.

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Policy Advocacy Challenges</td>
<td>40%</td>
</tr>
<tr>
<td>Policy Analysis Presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points
B = 80.00-89.99 points
C = 70.00-79.99 points
D = 60.00-69.99 points
F = 0-59.99 points (Grades are not rounded up)
Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Journal Submissions (20%)
Students will submit 5 journal entries throughout the semester. All submissions are required to be in-depth and thorough in relation to the course materials. Each journal entry must be supported with at least 1 peer-reviewed journal article.

Policy Advocacy Challenges (40%)
Students will be given 4 advocacy challenges to complete throughout the semester. Responses to the questions and writing prompts for each of the challenges should be constructed using well-developed paragraphs with support from credible sources (when needed). Each of the challenge papers should be between 3 and 4 pages of text in addition to title page and references. Each paper should be submitted through Blackboard. Late submissions and emailed submissions will NOT be accepted. Each challenge paper (Coalition, Globalization, Grant, and Collaboration) will be worth 10% of the total 40%.

Coalition Challenge
Review Policy Advocacy Challenge 3.2 on pages 80-81. After reading, visit Guilford County’s Partners Ending Homelessness website at www.partnersendinghomelessness.org/, and answer the following questions:

1. What specific steps did the Guilford County Task Force take to create their Ten-Year Plan to end Homelessness?
2. What types of agencies, entities, and individuals are represented on the Guilford County Task Force?
3. What agencies, politicians, advocates, service providers, and other individuals or entities would you pull together to form a coalition to tackle the problem of homelessness in your area? Who would you NOT want to involve in your coalition and why?
4. If you were to form a coalition to end homelessness in your area, who would take leadership? What sorts of working committees or action teams might you form? What roles would be assigned to these individuals and groups?
5. Is your city one of the several hundred around the country that have developed a Ten-Year Plan to end homelessness? If so, does a coalition or some other collaboration oversee the implementation of the plan? Perform an internet search to see if a Ten-Year Plan exists in your area.
Globalization Challenge
Review Policy Advocacy Challenge 5.1 on pages 144 – 146. After reading Issues Raised by Wal-Mart in a Global Context, answer the following questions:

1. Can responsible corporations that truly insist upon ethical human labor practices abroad compete with corporations that do not? If not, what kinds of international regulations such as ones stated in treaties are needed and what kinds of monitoring procedures?
2. To the extent that the U.S. as a developed nation has relatively high levels of poverty, it is ethically correct for Wal-Mart to lower prices through purchasing policies abroad that create hardships for workers in developing nations?
3. Mass media coverage of the controversies surrounding Wal-Mart and similar corporations has drastically waned since 2006. Do you think this is because these problems have been corrected or because the media has moved on to other stories?
4. Do you know of any corporation in your area that relies upon similar types of labor practices or purchasing policies in order to provide goods at reduced prices? If so, what can you do as a consumer to combat these types of practices and policies?

Grant Challenge
Review Policy Advocacy Challenge 9.9 on pages 310-313. After reading “Writing a Grant Proposal: The Empowering Women for Change Project”, pretend you are a grant officer at a foundation that has just received the proposal. Imagine that you have a pile of 200 other grant proposals on your desk and that you can pick only 20 of them for funding. Having a skeptical orientation, ask tough questions about this proposal. What do you think this proposal would cost? Then make a list of key questions that you would be likely to ask about all grant proposals.

Collaboration Challenge
Review Policy Advocacy Challenge 13.4 on page 475. Read “Needed Collaboration to Address the Root Causes of Homelessness”. Imagine you are a policy advocate in your community wanting to coordinate the efforts of various social service and governmental agencies to address the problems of homelessness. Choose one target subpopulation of homeless individuals, such as chronically mentally ill or veterans, and make a list of the agencies and organizations that would need to collaborate to address the needs of this population. Include your list and then answer the following questions:

1. What types of systems need to be in place to enable these entities to communicate with one another?
2. How would you assist them in collaborating to gather data and plan services?
3. What would you do to make sure that appropriate referrals were being made between agencies?
4. How would you address issues of autonomy, conflict, and resource allocation?
5. Can you think of any drawbacks to interorganizational collaboration with regard to your homeless subpopulation?
Policy Analysis Presentations (40%)

Students will be placed into groups and assigned a social service policy to analyze. Groups will create a policy analysis presentation using information from policy sources, as well as to locate and use scholarly resources (i.e., peer-reviewed journal articles, government reports, think-tank research, and similar academic, scientific, and/or vetted sources). An outline will be provided to the instructor (including references and any ancillary materials that accompany the presentation, such as handouts or PowerPoint slides). Students are expected to engage in research without being biased by personal beliefs about the topic. The following outline provides the structure which presentations should follow.

I. Introduction to the Issue or Policy Topic/Target
II. Characteristics of Persons Affected by the Issue or Policy Topic/Target
   A. Number of Persons Affected
   B. Demographic Characteristics Common to Those Persons Affected
      i. Number or Size of Population
      ii. Racial/Ethnic Characteristics
      iii. Geographic Residency
      iv. Socioeconomic Status
      v. Et cetera
III. History of the Issue or Policy Topic/Target
   A. Origins of the Issue or Policy Topic/Target, Past Events Contributing to the Policy Topic/Target, and Other Related Areas
   B. Current Government Response
      i. Federal Government
      ii. State Government (i.e., Texas)
      iii. Local Government (i.e., counties, cities, or municipalities)
IV. Attitudes Expressed by Key Authorities
V. Recommendations or Proposals to Address the Issue (Beyond What Policies Already Exist)
   A. Identify and Present the Proposed Policy Brief
   B. Defend the Proposed Policy Belief with Logical Reasoning Based in Existing Evidence (Including Anticipated Arguments for Criticism, Constructive or Otherwise)
VI. Conclusion
   A. Propose Future Directions for Policy Advocacy
   B. Conclude the Paper in a Cohesive Summation

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at joel.carr@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your
assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned due date.

Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

**General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

**Student Responsibility and Attendance**

This is a face-to-face class. Attendance is expected and required. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.
Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of
course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).
## Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Jan 13-17</td>
<td>Review Syllabus&lt;br&gt;Read Chapter 1: Jansson</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Jan 20-24&lt;br&gt;(Jan 20: MLK day-No Class)</td>
<td>Read Chapter 2: Jansson&lt;br&gt;Journal 1 - Chapter 2 discusses the four reasons why social workers should become policy practitioners and policy advocates. List and summarize each reason and discuss how these reasons are linked to each other. Then reflect on how you, as a social worker can become both a policy practitioner and advocate and select a cause which you are interested in advocating in order to promote needed change.</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Jan 27-31</td>
<td>Read Chapter 3: Jansson&lt;br&gt;Coalition Challenge due Feb 2 at 2359</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Feb 3-7</td>
<td>Read Chapter 4: Jansson</td>
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<tr>
<td><strong>Week 5</strong>&lt;br&gt;Feb 10-14</td>
<td>Read Chapter 5: Jansson&lt;br&gt;Globalization Challenge due Feb 16 at 2359</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;Feb 17-21</td>
<td>Read Chapter 6: Jansson&lt;br&gt;Journal 2 - Assume that you work in an agency that provides job referrals and career assistance to women. While some services are available to them, none of the services focus on their employment needs. Your immediate challenge is to convince others, preferably decision makers at the agency, that the problem merits their serious attention. At this very moment, you are engaged in building an agenda. In this preliminary phase, you must place the issue on the agenda so that someone—perhaps an executive, a staff committee, or a committee of the agency’s board—will examine the issue in more detail or delegate it to others for further exploration. Provide a sample agenda and summarize what you would say to those you are trying to convince to explore this issue.</td>
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<tr>
<td><strong>Week 7</strong>&lt;br&gt;Feb 24-28</td>
<td>Read Chapter 7: Jansson</td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;Mar 2-6&lt;br&gt;(Spring Break: Mar 9-13)</td>
<td>Read Chapter 8: Jansson&lt;br&gt;Journal 3 - Before and when policy advocates develop policy briefs, they must look at the larger context by identifying</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<td>“stakeholders,” that is, key persons, groups, and institutions with an interest in a particular policy issue. Identify the key persons, groups, and institutions that you will need to involve in the cause you identified in journal 1. Why are the stakeholders important to your advocacy cause and how will you include them in the development of your proposal/policy brief?</td>
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</table>
| Week 9          | Read Chapter 9: Jansson  
Grant Challenge due Mar 22 at 2359                                                             |
| Week 10         | Read Chapter 10: Jansson                                                                       |
| Week 11         | Read Chapter 11: Jansson  
Journal 4:  
1. Democratic Party  www.democrats.org  
2. Republican Party  www.gop.com  
4. Libertarian Party  www.lp.org  
6. Reform Party  www.reformparty.org  
Visit the websites above and compare each party’s stance on a topic of interest to you. Then write a summary of the similarities and differences. |
| Week 12         | Read Chapter 12: Jansson  
Policy Analysis Presentations due Apr 12 at 2359                                                |
| Week 13         | Read Chapter 13: Jansson                                                                       |
| Week 14         | Read Chapter 14: Jansson  
Collaboration Challenge due Apr 26 at 2359                                                       |
| Week 15         | Journal 5 – Please answer the following questions:  
1. What other policy issues in contemporary society are strongly linked to ideology so that findings of researchers and scientists are dismissed by significant segments of society?  
2. Can persons with progressive views support policies like the distribution of sterilized needles with arguments that might appeal to some conservatives, such as cost savings from averted cases of HIV/AIDS?  
3. Does the policy pendulum often swing with changes in the balance of power in Congress between conservatives? |
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<th>Week/Date</th>
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<tr>
<td>Week 16</td>
<td>Final Exam: TBA</td>
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<td>May 4-8</td>
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**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The Student Learning Outcome’s that are considered “essential” include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**End of Syllabus**

2. https://www.angelo.edu/catalogs/
4. https://www.angelo.edu/services/disability-services/
5. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
7. https://www.angelo.edu/dept/writing_center/academic_honesty.php
8. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of