Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory *Facial Covering Policy* to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.
Course Information

Course Description
This course covers knowledge, skills, and values applied to social welfare policy and practice, and focuses on policy analysis and advocacy, implementation of policy to achieve social and economic justice, and the impact of social policy on the social work profession. The Council on Social Work Education states that social workers need to be aware of the influence of policy on service delivery and actively engage in policy practice. To this end, this course equips students with the knowledge and skills needed to successfully engage in policy practice. The topics of policy to be discussed will range from mental health, health care, education, welfare, incarceration, probation/parole, elderly, disability, and more. Students will be encouraged to engage in research, participate in discussions, and advocate for social change.

Course Credits
This course is offered face to face for 3 credit hours

Prerequisite and Co-requisite Courses
Prerequisite: Formal admission to the MSW program and good standing in the MSW program.

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the social work program.

Program Outcomes
Upon completion of the program of study for the Master’s degree in Social Work, the graduate will be prepared to practice as an advanced generalist in the field of social work as well as become licensed as a master’s level social worker.

Student Learning 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 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 understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong 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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate
and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decisionmaking.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<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><strong>Demonstrate Ethical and Professional Behavior</strong></td>
<td>• Advocacy Letter</td>
<td>Competency 1, 2, 3, 4, 5, 6, 8 and 9</td>
</tr>
<tr>
<td><strong>Engage Diversity and Difference in Practice</strong></td>
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<td><strong>Advance Human Rights and Social, Economic, and Environmental Justice</strong></td>
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<td><strong>Engage In Practice-informed Research and Research-informed Practice</strong></td>
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</tr>
<tr>
<td><strong>Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td></td>
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<tr>
<td><strong>Demonstrate Ethical and Professional Performance</strong></td>
<td>Professional Performance</td>
<td>Competency 1, 2 and 6</td>
</tr>
</tbody>
</table>

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<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Policy Analysis Paper</td>
<td>Competency 1, 2, 4, 7 and 9</td>
</tr>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
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**Course Delivery**

This is a face-to-face course with learning resources and supplemental materials posted in Blackboard.

**Required Texts and Materials**


(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)


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.).

Required Readings: NASW Code of Ethics

Recommended Texts and Materials

- American Orthopsychiatric Association: http://www.amerortho.org/
- American Public Health Association: http://www.apha.org/
- American Society of Criminology: http://www.asc41.com/
- Gerontological Society of America: http://www.geron.org/
- National Association of Social Workers: http://www.naswdc.org/
- National Council on Family Relations: http://ncfr.org/
- School Social Work Association of America: http://www.sswaa.org/

Topic Outline

See Blackboard for Module Outline

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication 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.

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

All communication including in-class discussion is to be conducted respectfully and professionally. This includes communication between the instructor and students as well as communication between students. Individuals who violate this guideline will receive one warning only. Further violations will result in a failing grade.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>30 %</td>
</tr>
<tr>
<td>Advocacy Letter</td>
<td>20 %</td>
</tr>
<tr>
<td>Policy Analysis Paper</td>
<td>40 %</td>
</tr>
<tr>
<td>Professional Participation</td>
<td>10 %</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)

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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

Professional Performance 10%

Class will begin and end at scheduled times. Students are to be on time and present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual.

There is no grade penalty for the first 3 absences. This is not an invitation to miss class.

- Any additional absence will result in a loss of 10 points from your total grade.
- The 7th absence results in a failing grade for the course. Refer to ASU class attendance policy.
- Being more than 10 minutes late for class WILL count as an absence even if you participate in the remaining course time for that day.

Journals 30%

There will be 6 journal entries worth 30 percent of your grade (5 points each). Discussions will cover readings, current events related to new policies, and your topic for the policy analysis paper. You must reference at least 1 peer reviewed journal article as well as your course text for each journal. Journal prompts will be given in the class session prior to the due date (assigned Monday in class and due Sunday in Blackboard at 11:59pm).

Advocacy Letter 20%

Students will write a letter to a representative or senator (State or Congressional). The letter should clearly identify the policy or piece of legislation, should demonstrate a carefully thought out and well framed and supported position including data and additional reasons why you think the representative should support your request. If possible, you may show a response from the representative or senator’s office (since part of this assignment is learning how to effectively access your representatives).

Policy Analysis Paper 40%

Students will select one social service policy to analyze. Your text offers several social service areas to select from for the paper. Students will be required to locate and use other scholarly resources (e.g., peer reviewed journal article, books, creditable internet sources, and so forth). Students are expected to conduct an in-depth review of the literature related to the existing policy and discuss that information in section III. Students will structure their paper according to the following outline:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
I. Introduction to the Issue or Topic of the Policy

II. Characteristics of the People Are Affected by the Problem or Issue
   A. How Many People Are Affected by this Issue
   B. What Are These People Like in Terms of Demographics

III. History of the Issue or Topic of the Policy

IV. Current Government Response
   A. Federal Government
   B. Texas Government

IV. What Key Authorities Say About the Issue

V. Recommendations or Proposals, Beyond the Existing Policy, to Address the Issue

VI. Conclusion

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 andrew.rivera@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
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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
General Policies Related to This Course

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

- Angelo State University Student Handbook¹
- Angelo State University Catalog²

Student Responsibility and Attendance

Attendance is expected and required. Students are expected to engage in course activities and submit work by due dates and times. Students will not be penalized for their first absence, but further missed classes will result in point deductions for each absence. Students are responsible for notifying the instructor when they will miss class.

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.³

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.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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.

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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
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 (325942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-9422171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
</table>
| Week 1: Aug. 17-23 | Welcome!  
• Course Introduction and Syllabus Review  
• Read Stern & Axinn Chapter 1: Introduction and Barusch Chapter 1: Social Justice and Social Workers |

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<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: Aug 24-30</td>
<td>• Read S&amp;A Ch. 2: The Colonial Period 1647-1776 and Ch. 3: The Pre-Civil War Period 1777-1860</td>
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<tr>
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<td>• Journal 1 due 8/30 at 11:59pm</td>
</tr>
<tr>
<td>Week 3: Aug 31-Sept 6</td>
<td>• Read S&amp;A Ch. 4: The Civil War and After 1860-1900 and Ch. 5 Progress and Reform 1900-1930</td>
</tr>
<tr>
<td>Week 4: Sept. 7-13 LABOR DAY</td>
<td>• LABOR DAY BREAK- No Class</td>
</tr>
<tr>
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<td>• Read S&amp;A Ch. 6: The Depression and the New Deal 1930-1940 and Ch. 7: War and Prosperity 1940-1968</td>
</tr>
<tr>
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<td>• Journal 2 due 9/13 at 11:59pm</td>
</tr>
<tr>
<td>Week 6: Sept. 21-27</td>
<td>• Read Barusch Ch. 2: The Government's Role and Ch. 3: Policy Analysis and Policy Practice</td>
</tr>
<tr>
<td></td>
<td>• Advocacy Letter due 9/27 by 11:59pm through Turnitin</td>
</tr>
<tr>
<td>Week 7: Sept 28-Oct. 4</td>
<td>• Read Barusch Ch. 4: The Social Security Act &amp; Ch. 5: Poverty and Inequality</td>
</tr>
<tr>
<td></td>
<td>• Journal 3 due 10/4 at 11:59pm</td>
</tr>
<tr>
<td>Week 8: Oct. 5-11</td>
<td>• Read Barusch Ch. 6: Health &amp; Ch. 7: Mental Health</td>
</tr>
<tr>
<td>Week 9: Oct. 12-18</td>
<td>• Read Barusch Ch. 8: Disability and Ch. 9: Crime and Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>• Journal 4 due 10/18 at 11:59pm</td>
</tr>
<tr>
<td>Week 10: Oct. 19-25</td>
<td>• Read Barusch Ch. 10: People of Color</td>
</tr>
<tr>
<td>Week 11: Oct 26-Nov 1</td>
<td>• Read Barusch Ch. 11: Gay, Lesbian, Bisexual, and Trans Individuals</td>
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<tr>
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<td>• Journal 5 due 11/1 at 11:59pm</td>
</tr>
<tr>
<td>Week 12: Nov. 2-8</td>
<td>• Read Barusch Ch. 12: Children</td>
</tr>
<tr>
<td></td>
<td>• Policy Analysis Paper due 11/8 at 11:59 on Turnitin</td>
</tr>
<tr>
<td>Week 13: Nov 9-15</td>
<td>• Read Barusch Ch. 13: Women</td>
</tr>
<tr>
<td>Week 14: Nov. 16-22</td>
<td>• Read Barusch Ch. 14: Older Adults and Ch. 15: Working Americans</td>
</tr>
<tr>
<td></td>
<td>• Journal 6 due 11/22 at 11:59pm</td>
</tr>
</tbody>
</table>

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Grading Rubrics 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.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
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

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