Instructor: Samuel C. Gallander, MSW, LCSW  
Email: samuel.gallander@angelo.edu  
Phone: 325-486-6135  
Office: 224M or Virtual (collaborate or zoom)  
Office Hours: Monday through Thursday 1-4pm or by email.  
  • Please note that email received after 5 p.m. will be answered the following business day.

Course Information  
6:00-8:50pm Thursday HHS 104

Facial Covering Policy: The Texas Tech University System has implemented a mandatory Facial Covering Policy to ensure a safe and healthy campus experience. Current research on the COVID-19 virus suggests that 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. Because of the potential for transmission of the virus, and to be consistent with the University's requirement, students on campus are to wear a mask/facial covering. Observing safe distancing practices while on campus by spacing out and wearing a mask/facial covering will greatly improve our odds of having a safe and healthy campus experience.

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For religious or any other exemption-related questions, students should contact the Office of Student Affairs.

Food and Drink Policy: Due to COVID-19, there will be 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 Description
This course focuses on assessment and intervention with those evidencing acute and chronic mental health problems and disabilities. The course addresses the delivery of services to various populations (children, adolescents, and adults), service delivery systems (community mental health, managed behavioral health care), and a wide range of problems. Topics include well-being, ethics, case management, treatment planning, managed care, DSM, PIE, and substance abuse.

Additionally, students will have an opportunity to critically evaluate the concept of mental illness using an ecological paradigm and the person-in-environment perspective; specifically, students will have the opportunity to critically evaluate the biopsychosocial approach to the etiology, assessment, diagnosis, and treatment of people affected by mental illness.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to:

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><strong>Competency 1: Demonstrate Ethical and Professional Behavior</strong></td>
<td>Case Vignette Reviews</td>
<td>A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.</td>
</tr>
<tr>
<td><strong>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</strong></td>
<td>Recovery Papers</td>
<td>A3.1 Demonstrate effective and diplomatic skills in advocacy.</td>
</tr>
</tbody>
</table>
Student Learning Outcome
By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 4: Engage In Practice-informed Research and Research-informed Practice</td>
<td>DSM Summary Case Vignette Reviews Recovery Papers</td>
</tr>
</tbody>
</table>

Course Delivery
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. 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.) 2nd Publication.

Recommended Texts and Materials

Technology Requirements

Testing via Respondus™ Monitor
Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

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:** Provides an introduction then discusses social work and the DSM, intellectual disabilities, and autism spectrum disorders.

**Module 2:** Discusses ADHD, ODD, anxiety, and obsessive compulsive disorder.

**Module 3:** Examines PTSD, eating disorders, depression, substance use disorders, and bipolar disorders.

**Module 4:** Discusses personality disorders, schizophrenia, and neurocognitive disorders.

**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.

- Please note that emails received after 5 p.m. will be answered the following morning.
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.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Zoom, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>10</td>
</tr>
<tr>
<td>DSM Changes Summary</td>
<td>20</td>
</tr>
<tr>
<td>Recovery Papers</td>
<td>30</td>
</tr>
<tr>
<td>Case Vignette Reviews</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></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

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.*

Professional Development 10%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from class in the same way as an employer and coworkers may see absence from work. An absence may be excused for academic purposes (medical issues, deaths, school sports, etc) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Missing a certain number of days often results in a write up. Also, missing work often requires other staff to pick up the excess work, clients go without assistance, etc. Therefore, any absence will result in point deductions in professional performance after the allotted amount.

DSM-Navigating/Changes Summary 20%

Students must read the introduction to the DSM-5 and discuss the sections of the manual, such as case formulation, clinical significance, definition of a mental disorder, elements of a diagnosis (criteria, descriptors, subtypes, and specifiers), principal diagnosis, provisional diagnosis, coding, and looking to the future; as a successful understanding of this portion of the DSM will make it relatively easy for the student to understand diagnostic procedures, assessment, criteria, etc., later in the course. Students will also research and summarize the changes that have been made over time to the Diagnostic and Statistical Manuel of Mental Disorders (DSM). This assignment is meant to improve the student’s ability to navigate the DSM-5 and gain an understanding of the development in how mental health issues have been viewed and categorized. It is a summary only. The assignment is not to be longer than 3 pages. In order to accurately and sufficiently summarize the material in that length, the student will have to have a working knowledge of the material.

Recovery Papers 30%
So often in the mental health field, we think about assessing and treating psychopathology, and we fail to include recovery. Clients’ histories of recovery are poignant reminders of the struggle and the resolution or determination to deal with troublesome mental health histories.

Three, 1-2-page papers are required to document your reflections on readings about recovery. Students will research and select peer reviewed journal articles related to recovery from mental health issues. Search for articles that provide information from clients or family members’ recollections about the contributory influences, course, and recovery from mental health issues. Please feel free to select any other sources that depict the recovery process (and I will add them to the list for future students to consider).

The following are suggestions to guide your writing:

- A logical presentation of information
- Evidence from the reading to demonstrate influences on your learning.
- Originality and clarity of your writing
- APA format

**Case Vignette Reviews**

Each student will write two diagnostic case reviews based on case studies provided to students by instructor; an outline of the content of these reviews will be provided to the class. The papers should conform to the standards of the *Publication Manual of the American Psychological Association, 6th Edition* (2010). The length of the papers may vary, but should be no less than 5 pages, including the cover sheet and reference pages.

Students are expected to engage in substantial independent research over the issues addressed in the case. Case reviews will be thorough, realistic, based on sufficient and current evidence, and demonstrate considerable critical thinking. Students are encouraged to use the Bentley Walsh text as a reference for medications that work effectively for mental health patients.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.
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 samuel.gallander@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

POLICY ON LATE OR MISSED ASSIGNMENTS

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.

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 class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. 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.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  
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 Procedures⁵ 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
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.

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<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Read: Introduction of the DSM-5</td>
</tr>
<tr>
<td>Aug. 17-22</td>
<td>Assignment: DSM Changes Summary Due 8/30 end of day</td>
</tr>
<tr>
<td>Week 2</td>
<td>Neurodevelopmental Disorders</td>
</tr>
<tr>
<td>Aug. 23-29</td>
<td>From YouTube, View: I have one more chromosome than you. So what?</td>
</tr>
<tr>
<td>Week 3</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>Aug. 30-Sept. 5</td>
<td>Recovery Paper 1 Due 9/13 eod</td>
</tr>
<tr>
<td>Week 4</td>
<td>Attention-Deficit/Hyperactivity Disorder</td>
</tr>
<tr>
<td>Sept. 6-12</td>
<td>From YouTube, View: Oppositional Defiant Disorder, Conduct Disorder, &amp; Antisocial Personality Disorder and Parent Management Training for ODD, ADHD, and Conduct Disorder</td>
</tr>
<tr>
<td>Week 5</td>
<td>Oppositional Defiant Disorder and Conduct Disorder</td>
</tr>
<tr>
<td>Sept. 13-19</td>
<td>Anxiety Disorders</td>
</tr>
<tr>
<td>Week 6</td>
<td>From YouTube, View: How to cope with anxiety</td>
</tr>
<tr>
<td>Sept. 20-26</td>
<td>Eating Disorders</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
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<tr>
<td>Sept. 27-Oct. 3</td>
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<tr>
<td>Week 8</td>
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<tr>
<td>Oct. 4-10</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td>Week 9</td>
<td>Depression</td>
</tr>
<tr>
<td>Oct. 11-17</td>
<td>*From YouTube View: Living Through Depression: Julia’s Story and Most Powerful Speech by Man Who Survived Jump from Golden Gate Bridge</td>
</tr>
<tr>
<td>Week 10</td>
<td>Substance Use Disorders</td>
</tr>
<tr>
<td>Oct. 18-24</td>
<td><em>From YouTube View: Everything You Think You Know About Addiction is Wrong – Johann Hari</em></td>
</tr>
<tr>
<td></td>
<td>Recovery Paper 2 Due 10/18 end of day</td>
</tr>
<tr>
<td>Week 11</td>
<td>Post Traumatic Stress Disorder</td>
</tr>
<tr>
<td>Oct. 25-31</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Bipolar Disorder</td>
</tr>
<tr>
<td>Nov. 1-7</td>
<td><em>From YouTube, View: The mental illness and bipolar video you need to watch</em></td>
</tr>
<tr>
<td></td>
<td>Recovery Paper 3 Due 11/15 end of day</td>
</tr>
<tr>
<td>Week 13</td>
<td>Personality Disorders</td>
</tr>
<tr>
<td>Nov. 8-14</td>
<td><em>From YouTube, View: What a Borderline Personality Disorder (BPD) Episode Looks Like</em></td>
</tr>
<tr>
<td>Week 14</td>
<td>Schizophrenia and other Psychotic Disorders</td>
</tr>
<tr>
<td>Nov. 15-21</td>
<td><em>From YouTube, View: AFTER WINTER: A Real-Life Schizophrenia Treatment Story</em></td>
</tr>
<tr>
<td></td>
<td><em>Case Vignette 2 Due 11/22 eod</em></td>
</tr>
<tr>
<td>Week 15</td>
<td>Neurocognitive Disorders/ Finals</td>
</tr>
<tr>
<td>Nov. 22-24</td>
<td>Week</td>
</tr>
</tbody>
</table>

**Grading Rubrics**

**SWK 6385 Recovery Papers Rubric**

So often in the mental health field, we think about assessing and treating psychopathology, and we fail to include recovery. Clients’ histories of recovery are poignant reminders of the struggle and the resolution or determination to deal with troublesome mental health histories.
Three, 1-2-page papers are required to document your reflections on readings about recovery. Students will research and select peer reviewed journal articles related to recovery from mental health issues. Search for articles that provide information from clients or family members’ recollections about the contributory influences, course, and recovery from mental health issues. Please feel free to select any other sources that depict the recovery process.

The following are suggestions to guide your writing:

The peer reviewed article selected related to recovery from a credible source and pertained to a mental health issue. ______ (15 pts)

Information was presented in a logical manner (summary of article, clear discussion of client recovery, student thoughts related to intervention(s) discussed, student discussion related to whether or not the interventions are considered best practice with client base, discussion related to articles impact on student learning). _____ (45 pts)

Student provided evidence from the reading to demonstrate influences on learning._____ (15 pts)

Student showed originality and clarity with their writing ______ (10 pts)

APA format _______ (15 pts)

**Case Review Rubric**

Introduction -
Summary of your answers – _______  20 pts
Assessment Tool - _______ (30 pts)
  Discussion about what assessment tool you would use to determine a Diagnosis (locate research based articles to support which tool you select)

Diagnosis - ______ (10 pts)

EBP Intervention - _______ (30 pts)
  Discussion about what EBP intervention(s) you would recommend for treatment and any additional types of treatment such as medication or non-traditional methods (yoga, mindfulness, etc.)
  Prognosis should the client choose to participate in treatment - ______ (10 pts)
Conclusion
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.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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
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