Instructor: ANDREW RIVERA, LMSW
Email: andrew.rivera@angelo.edu
Phone: 325-486-6968
Office: 318 (3rd Floor SW offices)
Student Hours: Monday & Tuesday: 1pm-4pm and Wednesday & Thursday: 1pm-3pm
Live Collaborate Session: Wednesdays 11am-12pm

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 provides an introduction to theoretical, practical, and policy issues related to race, ethnicity, and gender. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior. This course also includes a study of ablest values, attitudes, and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, class, gender identity, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self-concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these processes for social work practice are examined in terms of social work values, knowledge, and skills at the micro, mezzo, and macro levels of organizational behavior.

Course Credits
This course is offered online for 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 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.

### Student Learning Outcome

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
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</thead>
<tbody>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Competency 1</td>
</tr>
<tr>
<td>Professional Performance</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Competency 1, 2 and 3</td>
</tr>
<tr>
<td>Journal Submissions</td>
<td></td>
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<tr>
<td>• Engage Diversity and Difference in Practice</td>
<td></td>
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<tr>
<td>• Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td></td>
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<tr>
<td>Exams</td>
<td>Competency 1 and 2</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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>
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</thead>
<tbody>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
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<tr>
<td>• Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Diversity Paper</td>
</tr>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
<td>Competency 1, 2 and 3</td>
</tr>
<tr>
<td>• Advance Human Rights and Social, Economic, and Environmental Justice</td>
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Course Delivery
This is an online course with learning resources and supplemental materials posted in Blackboard. Assignments and exams will be submitted in Blackboard.

Required Texts and Materials

Optional Texts

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
Texas State Board of Social Work Examiners Code of Conduct

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

https://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

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/

Technology Requirements

To successfully complete this course, students need the following:

- Access to a computer with either a Mac or Windows Operating System (Chromebook will not allow access to Respondus)
- High speed Internet access
- Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don’t lose connection by wifi drop.)
- Webcam (A plug-in webcam allows the student to perform thorough environmental scans.)

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

See Blackboard for Module Outline

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

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

**All communication,** including in-person and virtual, 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>Professional Performance</td>
<td>10 %</td>
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<tr>
<td>Journal Submissions</td>
<td>20 %</td>
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<tr>
<td>Exams</td>
<td>40 %</td>
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<tr>
<td>Diversity Paper</td>
<td>30 %</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</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)

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

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved in (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

Professional Performance

Students will have the option of participating in at 2 Blackboard Collaborate sessions, participating in 2 discussion boards, or participating in 1 of each. Students are encouraged to participate in all Collaborate Sessions and discussion boards and will be graded on their performance in each. The top two grades will be counted for this section (5% each). Students participating in Blackboard Discussion Boards will respond to the prompt using a minimum of two scholarly articles, and will respond to three classmates using a minimum of 1 scholarly article in each response. Collaborate Sessions will consist of discussions regarding class material.

- Blackboard Collaborate sessions will occur Wednesdays from 11am-12pm beginning 8/19 and ending 11/18. Students must participate to receive credit for attending.
- Blackboard Discussion Boards will be due Sunday 10/4 and Sunday 11/15. Discussion prompts will be posted at least 2 weeks before the due date.

Journal Submissions

Students will submit 5 journal entries for this course. Journal submissions will be graded on the following criteria: Critical thinking, integration of course content (all entries must include at least 1 reference to the course text), adherence to the prompt, and grammar, spelling, format and punctuation. Journal submissions are due before the start of class, should be in APA format and should be submitted through Blackboard.

Diversity Paper

Students will write a short paper based on their visit to a place that is out of their comfort zone. The paper should be between 5-7 pages in length (excluding title and reference pages) and written according to APA requirements. Students will select a place to visit where they will not feel entirely comfortable, and after the visit, will write a paper detailing their experience. Students will be asked to support their work using at least 5 scholarly resources (e.g., peer reviewed journal articles, governmental studies, demographic research, creditable internet sources and so forth). Your course text can be used as a resources as well. You must include the following sections in your paper:

1. Introduction: include why you chose this particular experience that you are writing about, as well as the details of when and where it took place.
2. Describe your thoughts feelings, apprehensions, and preconceived notions prior to the experience.
3. A detailed description of the experience, including your thoughts and feelings throughout the experience, interactions with others, etc.
4. Describe any – isms (racism, sexism, classism, heterosexism, etc.) you noticed or experienced.
5. What did you learn from your experience?
6. Make connections to course materials including the videos, power points/lecture, and the textbook.
7. Conclusion

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Examinations 30%

There will be 2 examinations in this course. Each of these examinations is worth 20% of your total course grade. Each examination may cover assigned readings, power points, and lectures. Please note that the exams are timed and so it is imperative that you are familiar with the course material before attempting the exam. Exams will be completed via Blackboard using the Respondus Monitor and LockDown browser unless otherwise announced. You may not use notes, PowerPoint lectures, textbooks, or other materials to take the exam.

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

POLICY ON LATE OR MISSED ASSIGNMENTS

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.

Exams are not accepted late for any reason.

*Due dates for all assignments are listed in the Course Schedule below.*

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

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

This class is asynchronous, meaning you do not have to be online 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. Students are expected to engage in course activities and submit work by due dates and times.

Note: There will be weekly collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These synchronous (i.e., real-time) will occur Wednesdays 11am-12pm.

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

(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.

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

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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

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<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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| Week 1: Aug. 18 | **Welcome!**  
  - Course Introduction and Syllabus Review  
  - Read Chapter 1: Understanding Ourselves and Others  
  - You Tube: View “Girl vs Woman” and “How You See Me (Why Labels Matter and at least on other episode)” |
| Week 2: Aug. 25 | **Read Chapter 2: Understanding Prejudice and Its Causes**  
  - Journal 1: Complete the Clarification Exercise on page 43 of the text including the Follow-up Exercise. Include your answers to the exercise and follow-up exercise in your journal entry. **Due Sun. 8/30 at 11:59pm** |
| Week 3: Sept. 1 | **Read Chapter 3: Communication, Conflict, and Conflict Resolution**  
  - Journal 2: Cultures have different communication styles. Provide 2 examples of cross-cultural communication errors that you have experienced or witnessed. Discuss why cross-cultural communication errors occur and what could be done as social |
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<td>workers to avoid and/or address these problems. <strong>Due Sun 9/6 at 11:59pm.</strong></td>
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| Week 4: Sept. 8 | • **Read Chapter 4:** Immigration and Oppression: The Assault on Cultural and Language Diversity  
• **YouTube:** “Don’t Deport my Parents” and “A Conversation with Latinos on Race” |
| Week 5: Sept. 15 | • **Read Chapter 5:** Race and Oppression: The Experiences of People of Color in America |
| Week 6: Sept. 22 | • **Read Chapter 6:** Religion and Oppression: The Struggle for Religious Freedom  
• **Read Chapter 7:** Rejecting Oppressive Relationships: The Logic of Cultural Pluralism in a Diverse Society  
• **Journal 3:** Discuss the terms “Atheism” and “Deism”. How are these concepts evident in today’s society? Provide at least one specific example of each term. Please tie your responses to the course material. **Due 9/27 at 11:59pm.** |
| Week 7: Sept 29 | • **Exam 1 (Covering Ch. 1-7) Opens Wednesday 9/23 @ 8 am and closes Tuesday 9/29 at 11:59pm.**  
• **Discussion Board 1 due Sunday 10/4 at 11:59pm** |
| Week 8: Oct. 6 | • **Read Chapter 8:** Racism: Confronting a Legacy of White Domination in America.  
• **Read the article** “White Privilege-Unpacking the Invisible Knapsack” by Peggy McIntosh (link below)  
https://www.racialequitytools.org/resourcefiles/mcintosh.pdf  
• **YouTube:** “Power Privilege and Oppression by University of Denver School of Social Work”  
• **Journal 4:** After reading the above article, discuss what two key points the author makes about white privilege. Provide 2 examples of white privilege that you have witnessed or experienced. How can we as social workers address the issue of white privilege? **Due 10/11 at 11:59pm** |
| Week 9: Oct. 13 | • **Read Chapter 9:** Classism: Misperceptions and Myths |
| Week 10: Oct. 20 | • **Read Chapter 10:** Sexism: Where the Personal Becomes Political  
• **Diversity Paper due 10/25 at 11:59pm.** |
| Week 11: Oct 27 | • **Read Chapter 11:** Heterosexism: Challenging the Heterosexual Assumption |
| Week 12: Nov. 3 | • **Read Chapter 12:** Ableism: Disability Does Not Mean Inability  
• **YouTube:** “I’m Not Your Inspiration by Stella Young”, “I got 99 problems and palsy is just one of them by Maysoon Zayid” |

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<td>• <strong>Journal 5</strong>: Reflect and provide 2 examples of your own experiences that positively or negatively influenced your opinions and perceptions about heterosexism, homophobia, and transphobia. How were your beliefs and values about heterosexism, homophobia, and transphobia shaped by your childhood experiences with your friends, family, and school environment. <strong>Due Sun. 11/8 at 11:59pm.</strong></td>
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<tr>
<td>Week 13: Nov 10</td>
<td>• <strong>Read Chapter 13</strong>: Pluralism in Schools: The Promise of Multicultural Education</td>
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<td>• <strong>Discussion Board 2 due Sunday 11/15 at 11:59pm.</strong></td>
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<tr>
<td>Week 14: Nov. 16-22</td>
<td>• <strong>Read Chapter 14</strong>: Pluralism in Society</td>
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<tr>
<td>Final Exams: Nov 20-24</td>
<td>• <strong>FINAL EXAMINATIONS!</strong></td>
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<tr>
<td></td>
<td>• Final Exam Opens Fri. 11/20 at 8am and closes Tues. 11/24 at 11:59pm</td>
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</table>

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

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