Instructor: Joel L. Carr, Ph.D., LCSW-S, BCD
Email: joel.carr@angelo.edu
Phone: (325) 486-6881
Office: Health and Human Services Building, Office 318P
Office Hours: T 10:00 to 15:00 and R 10:00 to 15:00
Class Days, Times, and Location: Online
Live Collaborate Sessions: T 16:00 to 17:00

Course Information

ASU Required Use of Masks/Facial Coverings by Students in Class
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Archer College of Health and Human Services No Food or Drink Policy
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 Description

3355 Social Work Research Methods I (3-0). Presentation of the methods used in scientific inquiry and program evaluation; knowledge of how scientific evidence informs social work practice and how social work practice informs scientific inquiry is of primary concern. Focuses on the skills related to conducting research and practice evaluation. Ethical, cultural, and professional value considerations in the research process are emphasized. Prerequisites: SWK 2307 and admission to the B.S.W. degree program.

Course Credits

3 Semester Credit Hours

Prerequisite and Co-requisite Courses

SWK 2307

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 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 multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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 interprofessional 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 decision-making.

**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.

**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>Use scientific inquiry and research to inform practice activities.</td>
<td>Peer Reviewed Journal Article Summaries</td>
<td>Competency 4</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Use scientific inquiry and research to inform engagement with clients, and to use practice to inform research endeavors.</td>
<td>Exams</td>
<td>Competency 6</td>
</tr>
<tr>
<td>Use scientific inquiry and research to inform the assessment of clients, and to use practice to inform research endeavors.</td>
<td>Research Proposal</td>
<td>Competency 7</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Use scientific inquiry and research to inform interventions with clients, and to use practice to inform research endeavors.</td>
<td>Peer Reviewed Journal Article Summaries</td>
<td>Competency 8</td>
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<tr>
<td></td>
<td>Research Proposal</td>
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<tr>
<td></td>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Use scientific inquiry and research methods to evaluate practice and programs, and to use practice to inform practice evaluation activities.</td>
<td>Peer Reviewed Journal Article Summaries</td>
<td>Competency 9</td>
</tr>
<tr>
<td></td>
<td>Research Proposal</td>
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<tr>
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<td>Exams</td>
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</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.).

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: Chapters 1-5 (Yegidis, Weinbach, & Myers)
Module 2: Chapters 6-10 (Yegidis, Weinbach, & Myers)
Module 3: Chapters 11-16 (Yegidis, Weinbach, & Myers)

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>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance and Discussion Board</td>
<td>10%</td>
</tr>
<tr>
<td>Examinations</td>
<td>30%</td>
</tr>
<tr>
<td>Peer Reviewed Journal Article Reviews</td>
<td>20%</td>
</tr>
<tr>
<td>Research Proposal</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

Professional Performance and Discussion Board (10%)
This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and so forth.

Examinations (30%)
There will be three (3) online, closed book exams in this course. Each of these examinations is worth 10% of your total course grade. You may have two attempts for each exam.

Peer Reviewed Journal Article Reviews (20%)
Students will find four (4) peer reviewed journal articles and write a review of the article that includes: 1) a summary of the introduction section, literature review section, the methods section, and the proposed data analysis section; and 2) an application of the material found in the particle to social work practice.

Research Proposal (40%)
This collection of assignments (i.e., the research proposal section installments, the final research proposal, and the research proposal presentation) fosters understanding of the basic information necessary for the consumption and utilization of research in generalist social work practice and the process of research used in practice and program evaluation (e.g., the analysis,
monitoring, and evaluation of interventions in a program). Students will produce a research proposal and a research proposal presentation by the end of the semester. The steps of the process will be detailed in my weekly video posts. The proposal will include the following structure:

I. Introduction
   A. Description of the research problem/issue to be explored
   B. Purpose of the proposed research study and its rationale
   C. The context: theoretical/historical perspectives of the research problem

II. Relevant Literature Review
   A. A review of relevant literature
   B. Statement of the research question and the hypothesis (if hypothesis is necessary)

III. Methods
   A. Design
   B. Procedures
   C. Description of sample to be studied
   D. Sampling strategy
   E. Instrumentation

IV. Proposed Data Analysis (must include proposed method of analysis)

V. Expected Findings

VI. Discussion
   A. Contributions to existing knowledge
   B. Limitations of the proposed methodology

VII. References

VIII. Appendices (if required)

**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

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**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
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
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.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Aug. 17 - 22</td>
<td>Reading: Chapter 1 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
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<tr>
<td></td>
<td>Lecture Topic: Toward Evidence-Based Practice</td>
</tr>
<tr>
<td>Week 2</td>
<td>Reading: Chapter 2 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Aug. 23 - 29</td>
<td>Lecture Topic: Ethical Issues in Research</td>
</tr>
<tr>
<td></td>
<td>Assignment: Identify Topic of Research, Due 8/29 at 23:59</td>
</tr>
<tr>
<td>Week 3</td>
<td>Reading: Chapter 14 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Aug. 30 - Sept. 5</td>
<td>Lecture Topic: Writing the Research Report and Disseminating Research Findings</td>
</tr>
<tr>
<td></td>
<td>Assignment: Peer-Reviewed Journal Article Review, Due 9/5 at 23:59</td>
</tr>
<tr>
<td>Week 4</td>
<td>Reading: Chapter 3 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Sept. 6 - 12</td>
<td>Lecture Topic: Developing Research Problems and Research Questions</td>
</tr>
<tr>
<td>Sept. 7 is Labor Day</td>
<td>Assignment: Draft Section I of Research Proposal, Due 9/12 at 23:59</td>
</tr>
<tr>
<td>Week 5</td>
<td>Reading: Chapter 4 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Sept. 13 - 19</td>
<td>Lecture Topic: Conducting the Literature Review and Developing Research Hypotheses</td>
</tr>
<tr>
<td></td>
<td>Assignment: Peer-Reviewed Journal Article Review, Due 9/26 at 23:59</td>
</tr>
<tr>
<td>Week 6</td>
<td>Reading: Chapter 5 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Sept 20 - Sept. 26</td>
<td>Lecture Topic: Quantitative Research</td>
</tr>
<tr>
<td></td>
<td>Assignment: Draft Section II of Research Proposal, Due 9/26 at 23:59</td>
</tr>
<tr>
<td>Week 7</td>
<td>Reading: Chapter 6 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Sept. 27 - Oct. 3</td>
<td>Lecture Topic: Qualitative Research</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td></td>
<td>Exam 1: Chapters 1-5 &amp; 14, Due 10/3 at 23:59</td>
</tr>
<tr>
<td>Week 8</td>
<td>Reading: Chapter 7 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Oct. 4 - 10</td>
<td>Lecture Topic: Evaluating Programs</td>
</tr>
<tr>
<td>Week 9</td>
<td>Reading: Chapter 8 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Oct. 11 - 17</td>
<td>Lecture Topic: Evaluating Individual Practice</td>
</tr>
<tr>
<td>Week 10</td>
<td>Reading: Chapter 9 (Yegidis, Weinbach, &amp; Myers)</td>
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<tr>
<td>Oct. 18 - 24</td>
<td>Lecture Topic: Sampling Issues and Options</td>
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<tr>
<td></td>
<td>Assignment: Peer-Reviewed Journal Article Review, Due 10/24 at 23:59</td>
</tr>
<tr>
<td>Week 11</td>
<td>Reading: Chapter 10 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td></td>
<td>Assignment: Draft Section III-VI of Research Proposal, Due 10/31 at 23:59</td>
</tr>
<tr>
<td>Week 12</td>
<td>Reading: Chapter 11 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Nov. 1 - 7</td>
<td>Lecture Topic: Methods for Acquiring Research Data</td>
</tr>
<tr>
<td></td>
<td>Exam 2: Chapters 6-10, Due 11/7 at 23:59</td>
</tr>
<tr>
<td>Week 13</td>
<td>Reading: Chapter 12 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Nov. 8 - 14</td>
<td>Lecture Topic: Data Collection Instruments</td>
</tr>
<tr>
<td></td>
<td>Assignment: Research Proposal Due, Due 11/14 at 23:59</td>
</tr>
<tr>
<td>Week 14</td>
<td>Reading: Chapter 13 (Yegidis, Weinbach, &amp; Myers)</td>
</tr>
<tr>
<td>Nov. 15 - 21</td>
<td>Lecture Topic: Analyzing Data</td>
</tr>
<tr>
<td></td>
<td>Assignment: Research Proposal Presentations, Due 11/21 at 23:59</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<td>-----------------</td>
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<tr>
<td>Week 15</td>
<td></td>
</tr>
<tr>
<td>Nov. 22 - 24</td>
<td>Exam 3: Chapters 11-13, Due 11/23 at 23:59</td>
</tr>
</tbody>
</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.

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