Course Dates, Time, and Location

Spring Semester, 2021: January 25, 2021 to May 14, 2021
Online Course
Collaborate Session 1 hour every Monday 11:30 am or 3:00 pm

Instructor: Ingrid A. Russo, M.S.W., LCSW (Field Education Director/Clinical Assistant Professor)
Office: Archer Building, Room 224K
Phone: 325-486-6126
Email: Ingrid.Russo@angelo.edu
Office Hours: MTWTF 8:30 am - 1:00 pm; and by appointment via Collaborate, Skype, or email
   • Please note that emails received after 6 p.m. will be answered the following morning.

Recycling and sustainability: Please consider if it is necessary to print the syllabus. If so, please help our fragile environment by recycling this paper when finished. Thank you!

Course Information

Course Description
This course examines and discusses the knowledge, skills, and values necessary to apply social welfare policy and practice. Initially, the history and philosophy of social welfare policy and practice are explored. From this point, the student engages with and learns about policy practice and advocacy from a social work perspective. Students will utilize the strategies discussed within course texts to advance the values and principles of the social work profession through effective policy practice. Skills addressed and developed within this course include analyzing and evaluating policy, advocating for policy development and change, building coalitions, and understanding the process of engaging the political influences on policy decisions. 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 prepares students with the knowledge and skills needed to successfully engage in policy practice.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 2307, and admission to the B.S.W. degree program.
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 BSW program, the graduate will be prepared to 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; understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas; recognize personal values and the distinction between personal and professional values; understand how their personal experiences and affective reactions influence their professional judgment and behavior; understand the profession’s history, its mission, and the roles and responsibilities of the profession; understand the role of other professions when engaged in inter-professional teams; recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective; and understand emerging forms of technology and the ethical use of technology in social work practice [Competency 1: Ethical and Professional Behavior]; 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; 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; understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected [Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice]; and 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; 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; 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; recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy; and are knowledgeable about policy formulation, analysis, implementation, and evaluation [Competency 5: Engage in Policy Practice].

Required Reading Materials:
- Social Work Student Handbook and ASU student handbook
- NASW Code of Ethics
- Code of Conduct
- Scope of Practice

Technology Requirements
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
- Access to Blackboard Collaborate

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

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assignments and Activities</th>
<th>Validating Outcome</th>
<th>Achieving</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Outcomes**
By completing all course requirements, students will be able to:

- regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

| Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior | Journal Assignments Policy Advocacy Challenges Policy Analysis Presentation | Competency 1

| Competency 3 | **Competency 3**

<p>| Apply understanding of social, economic, and | Journal Assignments Policy Advocacy Challenges | Competency 3 |
| environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice | Policy Analysis Presentation |</p>
<table>
<thead>
<tr>
<th>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to</th>
<th>Policy Analysis Presentation</th>
<th>Competency 5</th>
</tr>
</thead>
</table>

### Student Learning Outcomes
By completing all course requirements, students will be able to:

- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### Assignments and Activities Validating Outcome Achievement

### Mapping to Program Outcomes

---

**Course Delivery**
This is an online (asynchronous) course with a synchronous component (Collaborate sessions every week), learning resources, and supplemental materials posted in Blackboard.

**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.).

**Topic Outline**
Students will learn the various forms of advocacy and policy practice in social work including social, economic, and environmental justice. The course topics will cover policy change at the micro and
macro level and cover the policy sectors of healthcare, aging, criminal justice, safety net, education, mental health and substance abuse, immigration, and child and family sectors of policy advocacy.

Testing via Respondus™ Monitor
Access to Examinations/quizzes 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 are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes 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.

OTHER REQUIRED MATERIALS
· Computer with MAC or Windows Operating System
· High Speed Internet Access
· Ethernet Cable
· Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).
Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education.

Teaching Strategies
This course is an asynchronous course with a synchronous Collaborate component (required). Collaborate sessions will be on Mondays from 11:30 am to 12:30 am or 3 pm to 4 pm, students have to pick the time that is most convenient for them. Students will also participate in Journals. 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.

Grading System

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>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Journal Entries as assigned</td>
<td>20%</td>
</tr>
<tr>
<td>Policy and Practice Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Assignment and Activity Descriptions

Policy and Practice Assignments: Students will write 3 short papers related to Micro Policy Advocacy, Mezzo Policy Advocacy, and Macro Policy Advocacy. The papers are to be between 2-3 pages in length and written according to APA requirements. Students will be asked to support their work using information from policy sources, as well as to locate and use at least 3 scholarly resources (e.g., peer reviewed journal articles, governmental studies, think tank research, books, demographic research, creditable internet sources, census and statistical information, and so forth).

Journal Entries: There will be 6 mandatory graded journal entries regarding a specific topic. This semester it will be the Netflix series Season 1; Living Undocumented. These will account for 20% of your grade.

Exams: There will be FIVE examinations in this course. Each examination will cover a portion of assigned readings, classroom lectures, group work, other assignments, the NASW Code of Ethics, the Texas Board of Social Work Examiners (TBSWE) Code of Conduct, and the TBSWE Scope of Practice. The final exam is comprehensive.

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 irusso@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

Assignments: 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 and Quizzes: NOT ACCEPTED LATE FOR ANY REASON

The week begins on Monday and ends on Sunday. All exams will be due on SUNDAY at 11:59pm unless otherwise stated, quizzes will be due on Fridays.

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**

- **Online**: 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 4-6 study hours per week on average.
- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Collaborate session **attendance and participation** is necessary and required. Students are responsible for understanding Angelo State University’s Student Handbook and Conduct code. Students must also follow the Social Work Department student handbook.
- All students are expected to follow the National Association of Social Workers *Code of Ethics, Code of Conduct*, and *Scope of Practice*.
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)
- Make-up examinations will be considered on a case by case basis and will only be allowed for university and department approved absences.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
- Electronic devices, including cell phones, smarttabs, Ipads, Laptops, Blackberries, etc., are not to be turned on during collaborate sessions, exams, quizzes, and PIE assessment.

**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.

- Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.
- For religious or any other exemption-related questions, students should contact the Office of Student Affairs.
Online students do not need a facemask during collaborate sessions but if students meet to work on assignments then they will need a facemask.

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 or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

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

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

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

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.
Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center. vii

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 viii 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 Spring 2021

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
</table>
| Week 1: Jan 25-31 | **Welcome!**  
- **Course Intro:** Syllabus, course Expectations, Blackboard, NASW Code of Ethics, Scope of Practice & Code of Conduct  
- Watch collaborate video regarding syllabus  
- **Chapter 1 PPT/Reading and discussion** - Advancing Social Justice in 8 Policy Sectors  
- Complete self-Introduction post (this will be graded as a discussion)  
**Collaborate Session Monday 11:30 am or 3:00 pm** |
| Week 2: Feb 1-7 | **Chapter 2 PPT/Reading and discussion** – Advancing social justice with seven core problems  
**Collaborate Session Monday 11:30 am or 3:00 pm** |
| Week 3: Feb 8-14 | **Chapter 3 PPT/Reading and discussion:** How Policy Advocates Advance Social Justice Through American History  
**Living Undocumented: Episode 1 (Journal entry due Saturday at 11:59pm)**  
**Collaborate Session Monday 11:30 am or 3:00 pm** |
| Week 4: Feb 15-21 | **Chapter 4 PPT/Reading and discussion:** Providing Micro Policy Advocacy Interventions  
**Exam 1:** Covers Chapters 1-3  
**Collaborate Session Monday 11:30 am or 3:00 pm** |
| Week 5: Feb 22-28 | **Chapter 5 PPT/Reading and discussion:** Practicing Mezzo Policy Advocacy Interventions  
**Micro Policy Advocacy Assignment Due**  
**Collaborate Session Monday 11:30 am or 3:00 pm** |
| Week 6: Mar 1-7 | **Chapter 6 PPT/Reading and discussion:** Engaging in Macro Policy Advocacy  
**Living Undocumented: Episode 2 (Journal entry due Saturday at 11:59pm)**  
**Collaborate Session Monday 11:30 am or 3:00 pm** |
| Week 7: Mar 8-14 | **Chapter 7 PPT/Reading and discussion:** Becoming Policy Advocates in the Health Care Sector  
**Exam 2:** Covers Chapter 4-6  
**Collaborate Session Monday 11:30 am or 3:00 pm** |
| Week 8: Mar 15-21 | **Chapter 8 PPT/Reading and discussion:** Becoming Policy Advocates in the Gerontology Sector  
**Collaborate Session Monday 11:30 am or 3:00 pm** |

*Course schedule continued on next page*
| Week 9: Mar 22-28 | • Chapter 9 PPT/Reading and discussion: Becoming Policy Advocates in the Safety Net Sector  
• Living Undocumented: Episode 3 (Journal entry due Saturday at 11:59pm)  
• Collaborate Session Monday 11:30 am or 3:00 pm |
| Week 10: Mar 29-Apr 4 | • Chapter 10 PPT/Reading and discussion: Practicing Policy Advocacy in the Mental Health and Substance Abuse Sector  
• Exam 3: Covers Chapters 7-9  
• Collaborate Session Monday 11:30 am or 3:00 pm |
| Week 11: Apr 5-11 | • Chapter 11 PPT/Reading and discussion: Becoming Policy Advocates in the Child and Family Sector  
• Mezzo Policy Advocacy Assignment Due  
• Collaborate Session Monday 11:30 am or 3:00 pm |
| Week 12: Apr 12-18 | • Chapter 12 PPT/Reading and discussion: Becoming Policy Advocates in the Education Sector  
• Living Undocumented: Episode 4 (Journal entry due Saturday at 11:59pm)  
• Collaborate Session Monday 11:30 am or 3:00 pm |
| Week 13: Apr 19-25 | • Chapter 13 PPT/Reading and discussion: Becoming Policy Advocates in the Immigration Sector  
• Living Undocumented: Episode 5 (Journal entry due Saturday at 11:59pm)  
• Exam 4: Covers Chapters 10-12  
• Collaborate Session Monday 11:30 am or 3:00 pm |
| Week 14: Apr 26-May 2 | • Chapter 14 PPT/Reading and discussion: Becoming Policy Advocates in the Criminal Justice Sector  
• Macro Policy Advocacy Assignment due  
• Collaborate Session Monday 11:30 am or 3:00 pm |
| Week 15: May 3-9 | • Living Undocumented: Episode 6 (Journal entry due Saturday at 11:59pm)  
• Final Exam Review  
• Collaborate Session Monday 11:30 am or 3:00 pm |
| Week 16: May 10-14 | FINAL EXAMINATIONS WEEK!  
• Final Exam – Comprehensive Exam covering Chapters 1-14 |

* all due times are 11:59 pm CST, unless otherwise specified

**Weekly Collaborate Sessions: Monday 11:30 am or 3:00 pm**

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.

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

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/dept/writing_center学术诚信/php
4 https://www.angelo.edu/student-handbook/社区政策/学术诚信/php
5 https://www.angelo.edu/student-handbook/社区政策/学术诚信/php
6 https://www.angelo.edu/services/disability-services/
7 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
8 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
9 https://www.angelo.edu/dept/writing_center/academic_honesty.php
10 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of