Instructor: Tammy K. Stafford, DNP, MSN, MBA, RN, NEA-BC
Email: tammy.stafford@angelo.edu
Phone: 325-486-6872
Office: Virtual
Office Hours: By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.
Time Zone: All due dates and times in this syllabus are Central Standard Time (CST)

Course Information

Course Description
This course allows students the opportunity to expand knowledge in a focused area of clinical nursing practice. Additionally, students will explore epidemiology and public health content related to health care outcomes. Students will work with faculty to select appropriate practicum settings and will complete 50 clock-hours within a supervised clinical experience.

Course Credits
Three Semester Credit Hours (2-0-50)

Prerequisite / Co-requisite Courses
NUR 6318, NUR 6324, NUR 6331, NUR 6338

Prerequisite Skills
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Student Handbook should be reviewed before taking this course.
Program Outcomes

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

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams.
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a master’s prepared nurse

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to NLN Educator Competencies</th>
</tr>
</thead>
</table>
| 1. Assess the purpose of epidemiology and social epidemiology in public health nursing to promote improvements in health outcomes and well-being of individuals, families, communities, and populations. | • Discussion Board #2  
• Healthy People 2030 Assignment  
• Discussion Board #4  
• Social Justice and the Role of the Public Health Nurse Assignment  
• Discussion Board #5  
• Discussion Board #6 | 1; 8; 9 | 1:1; 1:3; 1:8  
8:1; 8:3  
9.6; 9:7 | 1; 5; 7; 9 |
<p>| 2. Evaluate the impact of social determinants of health as identified by | • Healthy People 2030 Assignment | 1,4,8,9 | 1:1, 1:3, 1:4 | 1,5,7 |</p>
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to NLN Educator Competencies</th>
</tr>
</thead>
</table>
| Healthy People 2030 on individuals, families, communities, and populations.             | • Discussion Board #3  
• Discussion Board #4                                                                                                           |                                | 8:1, 8.3                   | 2                                   |
| 3. Establish personal and professional level goals and objectives appropriate for advanced clinical nursing practice. | • Clinical Immersion Learning Goals and Objectives Parts I & II  
• Daily Objectives for Clinical Immersion                                                                                       | 9                               | 9:15                      | 2                                   |
| 4. Design, implement, and evaluate an educational clinical project to teach individuals and populations in the selected clinical nursing specialty to enhance health outcomes and well-being. | • Clinical Practice Project  
• Discussion Board #1  
• Gaining Perspective of Nurses in the Specialty Field Interview Assignment  
• Analysis of Clinical Nursing Specialty Assignment                                                                                   | 1,2,4,8,9                      | 1:1, 1:3                  | 1,2,5,7                             |
| 5. Analyze the role of the nurse in social justice and public health ethics              | • Discussion Board #2  
• Discussion Board #4  
• Discussion Board #5  
• Social Justice and the Role of the Public Health Nurse Assignment                                                                 | 6,8,9                           | 1:1                      | 1, 5, 7                             |
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
   https://doi.org/10.1037/0000165-000

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

Topic Outline
Module 1: Preparing for Clinical Immersion
Module 2: Public Health Nursing and Its History
Module 3: Healthy People 2030
Module 4: Epidemiology
Module 5: Social Epidemiology
Module 6: Health Policy and Public Health
Module 7: Disaster Management
Module 8: Clinical Immersion

Communication
Faculty will respond to email and/or telephone messages within 36 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 or Collaborate.

“Netiquette” Guidelines

• Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach. Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
• It is acceptable to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

Grading

Evaluation and Grades

The table below contains the assessments employed and how they will be graded in this course.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (6 total)</td>
<td>15%</td>
</tr>
<tr>
<td>Clinical Readiness Checklist and Supporting Documents</td>
<td>1%</td>
</tr>
<tr>
<td>Attestation—Orientation Handbook for Preceptorships</td>
<td>1%</td>
</tr>
<tr>
<td>Healthy People 2030 Assignment</td>
<td>6%</td>
</tr>
<tr>
<td>Assessment</td>
<td>Percent/Points of Total Grade</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Clinical Immersion Learning Goals and Objectives Part 1</td>
<td>10%</td>
</tr>
<tr>
<td>Analysis of Clinical Nursing Specialty Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Social Justice and the Role of the Public Health Nurse</td>
<td>10%</td>
</tr>
<tr>
<td>Gaining Perspective of Nurses in the Specialty Field Interview Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Documentation:</td>
<td></td>
</tr>
<tr>
<td>• Daily objectives for clinical immersion</td>
<td></td>
</tr>
<tr>
<td>• Clinical Hours Documentation Log for Clinical Immersion</td>
<td></td>
</tr>
<tr>
<td>• MSN Student Evaluation of Preceptor</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical Immersion Learning Goals and Objectives Part 2</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Practice Project</td>
<td>20%</td>
</tr>
<tr>
<td>Course Surveys (mid-term and end of course) Attestation Statements</td>
<td>2%</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
- F = <70.00 (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. Examples of learning strategies used in this course include, but are not limited to preceptor guided learning experiences, readings, group discussions, and writing assignments.
Assignment and Activity Descriptions

Discussion Board Activities: Discussion Boards provide an avenue for synthesis of material / information. A discussion board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assignments and support individual answers with evidence-based findings.

Healthy People 2030 Assignment: The Healthy People 2030 assignment will help the student connect the concepts of Healthy People 2030 to the clinical nursing specialty. Students will be able to use information from the exploration of the Healthy People 2030 website and connect to the population of patients associated with the chosen clinical specialty.

Clinical Immersion Learning Goals and Objectives Part I and Part II: For Part I students will develop a PowerPoint presentation and record a presentation of the information in the presentation discussing the selection nursing clinical specialty and goals the student wishes to achieve during the clinical immersion. The goals the student will set are broad in nature and will be further defined with objectives for the meeting the goals. For Part II the student will re-visit the goals and objectives for Part I and provide an update regarding what goals were met, what new goals and objectives were developed based on the clinical immersion experience, and what was learned from the clinical immersion experience. For Part II the student will develop a PowerPoint presentation and will record a presentation of the information.

Analysis of Clinical Nursing Specialty Assignment: For this assignment, students will explore information to deepen their knowledge and expertise in the chosen nursing specialty. The student will develop a PowerPoint presentation to present the information discovered and will record the presentation of the information.

Social Justice and the Role of the Public Health Nurse Assignment: Nurses have a long-standing history advocating for social justice for all persons for access to healthcare. For this assignment, students will write a short APA formatted paper about the role of public health nurses and social justice.

Gaining Perspective of Nurses in the Specialty Field: Using Patricia Benner’s Novice to Expert Theory, the student will conduct a short interview of a novice/advanced beginner nurse, competent/proficient nurse, and an expert nurse in the clinical specialty field. Through the interview process the student will gain insight from three different perspectives of knowledge and expertise in the chosen specialty. The student will develop a short APA paper sharing what was learned from the interviews and how this has enhanced the knowledge of the student.
Clinical Practice Project: Students will develop a teaching project with input from the clinical preceptor to teach patients. The student will develop handouts if needed and any additional teaching materials and present the information to patients in the chose clinical nursing specialty.

Assignment Submission
All assignments MUST be submitted through 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 tammy.stafford@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
Due dates and times for assignments are posted in the course schedule. Failure to submit your assignments on the assigned date will result in a five percent (5 %) deduction for each day after the posted deadline. No papers or postings will be accepted more than six (6) days past the assigned due date. Non-submitted items do not qualify under revision/re-do allowances as noted in the Grading System above.

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\(^3\)
- Angelo State University Graduate Catalog\(^4\)
- Graduate Nursing Student Handbook\(^5\)

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be on-line at a certain time. 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.
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 to 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

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](#).

**Academic Calendar**

Students are responsible for adhering to all dates set forth in the [ASU Academic Calendar](#) for the semester.

**Special Notes:**

- Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester
- [Drop an online class](#)
- [Withdraw from school](#)
- Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

**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 Disclaimer

Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1—8/23-8/29</td>
<td><strong>Module 1—Preparing for Clinical Immersion</strong></td>
</tr>
<tr>
<td></td>
<td>• Let’s Reconnect Discussion Board</td>
</tr>
<tr>
<td></td>
<td>o Personal Post---Due 8/25/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Discussion Board # 1 Clinical Immersion Specialty</td>
</tr>
<tr>
<td></td>
<td>o Personal Post---Due 8/27/2021 by 11:59 pm</td>
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<tr>
<td></td>
<td>o Post to Peers---Due 8/29/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Clinical Readiness Checklist and Supporting Documentation</td>
</tr>
<tr>
<td></td>
<td>o Due 8/29/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Attestation Orientation Handbook for Preceptors</td>
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<tr>
<td></td>
<td>o Due 8/29/2021 by 11:59 pm</td>
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<tr>
<td>Week 2—8/30-9/5</td>
<td><strong>Module 2—Public Health Nursing and Its History</strong></td>
</tr>
<tr>
<td></td>
<td>• Discussion Board #2 Public Health Nursing</td>
</tr>
<tr>
<td></td>
<td>o Personal Post---Due 9/1/2021 by 11:59 pm</td>
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<tr>
<td></td>
<td>o Post to Peers---Due 9/5/2021 by 11:59 pm</td>
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<tr>
<td>Week 3—9/6-9/12</td>
<td><strong>Module 3 Healthy People 2030</strong></td>
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<tr>
<td></td>
<td>• Healthy People 2030 Assignment</td>
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<td></td>
<td>o Due 9/12/2021 by 11:59 pm</td>
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<tr>
<td>Week 4—9/13-9/19</td>
<td><strong>Module 4 Epidemiology</strong></td>
</tr>
<tr>
<td></td>
<td>• Discussion Board #3 Epidemiology and Legionnaires Disease</td>
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<tr>
<td></td>
<td>o Personal Post---Due 9/15/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>o Post to Peers---Due 9/19/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 5—9/20-9/26</td>
<td><strong>Module 4 Epidemiology</strong></td>
</tr>
<tr>
<td></td>
<td>• Clinical Immersion Learning Goals and Objectives</td>
</tr>
<tr>
<td></td>
<td>o Due 9/26/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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</tr>
<tr>
<td>Week 6—9/27-10/3</td>
<td><strong>Module 4 Epidemiology</strong>&lt;br&gt;• No assignments due this week</td>
</tr>
<tr>
<td>May begin clinicals this week if all required paperwork is in place.</td>
<td></td>
</tr>
</tbody>
</table>
| Week 7—10/4-10/10 | **Module 5 Social Epidemiology**<br>• Discussion Board #4 Social Determinants of Health<br>  
  o Personal Post—Due 10/6/2021 by 11:59 pm  
  o Post to Peers—Due 10/10/2021 by 11:59 pm |
| Week 8—10/11-10/17| **Module 5 Social Epidemiology**<br>• Analysis of Clinical Nursing Specialty Assignment<br>  
  o Due 10/17/2021 by 11:59 pm                  |
| Week 9—10/18-10/24| **Module 5 Social Epidemiology**<br>• Social Justice and the Role of the Public Health Nurse Assignment<br>  
  o Due 10/24/2021 by 11:59 pm                  |
| Mid-term Course Survey Opens | |
| Week 10—10/25-10/31| **Module 6 Health Policy and Public Health**<br>• Mid-term Course Survey<br>  
  o Due 10/25/2021 by 11:59 pm                  |
| Week 11—11/1-11/7 | **Module 6 Health Policy and Public Health**<br>• Discussion Board #5 Health Policy in Public Health Nursing<br>  
  o Personal Post—Due 10/6/2021 by 11:59 pm  
  o Post to Peers—Due 10/10/2021 by 11:59 pm  
  • Gaining Perspective of Nurses in the Specialty Field<br>  
  o Due 11/7/2021 by 11:59 pm                  |
| Week 12—11/8-11/14| **Module 7 Disaster Management**<br>• No assignments due this week                      |
| Week 13—11/15-11/21| **Module 7 Disaster Management**<br>• Discussion Board #5 Disaster Management in Public Health Nursing<br>  
  o Personal Post—Due 11/17/2021 by 11:59 pm  
  Post to Peers—Due 11/17/2021 by 11:59 pm     |
| Week 14—11/22-11/28| **Module 8 Clinical Immersion Wrap-Up**<br>• No assignments due this week           |
| Week 15—11/29-12/5 | **Module 8 Clinical Immersion Wrap-Up**<br>• Daily objectives assignment<br>  
  o Due 12/3/2021 by 11:59 pm  
  • Student Evaluation of Preceptor Form        |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Due 12/3/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Clinical Hours Documentation</td>
</tr>
<tr>
<td></td>
<td>• Due 12/3/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Clinical Immersion Learning Goals and Objectives Part 2</td>
</tr>
<tr>
<td></td>
<td>• Due 12/5/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Clinical Practice Project</td>
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<tr>
<td></td>
<td>• Due 12/5/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 16—12/6-12/10</td>
<td>Congratulations!!! You did it!!! Thank you for all of your hard work. Enjoy your winter break</td>
</tr>
</tbody>
</table>
Grading Rubrics

To view grading rubrics for (assignments and discussions), please go to the “My Grades” link in your Blackboard course, and select View Rubric under each graded item.

End of Syllabus

2 https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_223_1
3 https://www.angelo.edu/student-handbook/
4 https://www.angelo.edu/catalogs/
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/services/disability-services/
8 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
9 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
10 https://www.angelo.edu/dept/writing_center/academic_honesty.php
11 https://www.angelo.edu/services/registrar_office/academic_calendar.php
12 https://www.angelo.edu/content/forms/290-course-drop-request-form
13 https://www.angelo.edu/services/saem/withdrawal_form.php
14 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of