Course Information

Course Description
This course provides an introduction to social work practice with groups. In this course, group work is broadly defined to encompass treatment groups as well as task groups. Attention is given to the individual person in the group, the group as a whole, and the environment in which the group exists. Evidence supported practice principles are highlighted as well as group leadership skills. Lastly, group practice (or what may be called mezzo level practice) is presented within the context of the general intervention model used in generalist social work practice.
Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 2307

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 student will be prepared to:

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>Journals</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
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<td></td>
<td>Social Work w/ Groups Project Examinations</td>
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<tr>
<td>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>Journals</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
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<td></td>
<td>Social Work w/ Groups Project Examinations</td>
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<tr>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Journals</td>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Social Work w/ Groups Project Examinations</td>
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<tr>
<td>Student Learning Outcome</td>
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<td>Mapping to Program Outcomes</td>
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<td>By completing all course requirements, students will be able to:</td>
<td>Journals Social Work w/ Groups Project Examinations</td>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
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<td>develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Journals Social Work w/ Groups Project Examinations</td>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>Journals Social Work w/ Groups Project Examinations</td>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>select and use appropriate methods for evaluation of outcomes</td>
<td>Journals Social Work w/ Groups Project Examinations</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**


**Recommended 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 (6th ed.).2nd Publication.*

**Technology Requirements**
Testing via Respondus™ Monitor

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

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

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

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

Topic Outline

**Module 1:** Includes chapters 1-4 and provides an introduction to generalist practice at the group level, discusses social work values and ethics, and identifies the key components of group work.

**Module 2:** Includes chapters 5-7 and discusses the types of groups used in social work practice. Key group dynamics concepts and skills are addressed as well.

**Module 3:** Includes chapters 8-11 and discusses social work with families. A discussion of the group process, therapeutic relationships, conflict resolution, and identifying and clarifying goals.
**Module 4:** Includes chapters 12-14 and covers group work with diverse populations, spirituality and religion in social work practice, and ending groups.

**Communication**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- *Please note that emails received after 6 p.m. will be answered the following morning.*

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, 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</td>
<td>10</td>
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<tr>
<td>Journals</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Social Work w/ Groups Project</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
C = 70.00-79.99 points  
D = 60.00-69.99 points  
F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

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

Professional Performance 10%
This is relevant to attendance; engaging in collaboration activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from collaborate in the same way as an employer and co-workers might see absences from work. An absence may be excused for academic purposes (medical issues, deaths, school sports, etc.) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Therefore, any absence will result in point deductions in professional performance.

Journal Submissions 15%
There will be 7 journal submissions worth 15 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation. Journal submission must be written in APA format and include use of your textbook as a reference as well a at least 1 peer reviewed journal article.
Quizzes 10%

There will be 10 quizzes during the term of the course. These quizzes consist of 10 questions designed to assess your understanding of the chapters covered.

Social Work with Groups Project 25%

Your course project involves a power point with audio voiceover or a video in which you select a type of group (i.e. task, educational, focus, treatment, self-help etc.) and a model of group development (Garland, Jones, & Kolodny, Tuckman, etc.). You will process the group through the stages (intake, selection of members, assessment and planning, group development and intervention, and evaluation and termination) and discuss diversity, EBP’s that have been successful with the type of group selected and specific group exercises and activities that will be used, discuss group dynamics and the difference between group goals and personal goals, as well as address how you would go about facilitating the group. Your power point/ video should include the contents of the outline below with video examples of the activities/exercises selected for use. You must also use at least 5 peer reviewed journal articles IN ADDITION to your course text.

The paper must be written according to APA standards.

Outline

I. Introduction

II. Types of Groups
   a. Discuss the different types of groups used in social work
   b. Identify and thoroughly discuss the type of group you will be using for the project.

III. Models of Group Development
   a. Discuss the different types of group development
   b. Identify and discuss the type of group development you feel is most effective and how you believe it will apply to your group.

IV. Stages of Groups
   a. Take your group through intake, selection of members, assessment and planning, group development and intervention, and evaluation and termination.
   b. Discuss diversity issues, evidence-based practices that have been successful with the type of group you are discussing, group dynamics, and the difference between personal goals and group goals, and verbal /nonverbal communication.
c. Select and discuss 3 evidence-based activities and/or exercises that will be used in the group (i.e. ice breakers, building group cohesion, group tasks to achieve goals, etc. your text if full of different activities/exercises).

V. Facilitating a Group
   a. Discuss how you would facilitate the identified group
   b. Discuss whether you feel group work is a good option for some of our clients and whether or not you are interested in conducting groups in the future.

VI. Conclusion

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

Examinations 40%

There will be four (4) single attempt, timed, examinations (unlimited time) in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus Monitor LockDown browser.

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 samuel.gallander@angelo.edu and attach a copy of what you are trying to submit. Please the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.
Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a grade of 0. The only exceptions made will be if students have a university approved excuse found in the catalog.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Note: This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. Attendance is not mandatory. Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions. Collaborate sessions will be recorded so students who cannot or do not attend can review them.
expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Note:** This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. **Attendance is not mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions. Collaborate sessions will be recorded so students who cannot or do not attend can review them.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).³

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu
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>
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<tbody>
<tr>
<td>Week1 Aug. 23 - 29</td>
<td>Chapter 1: Groups: Types and Stages of Development</td>
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<td></td>
<td>Discussion Board Self Introduction</td>
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<td></td>
<td>Journal 1 DUE 8/29 end of day (eod)</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
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</tbody>
</table>
| Week 2<br>Aug. 30- Sept. 5 | Chapter 2: Social Group Work and Social Work Practice  
  Quiz 1: Chapter 1 Opens 9/2 @ 8 am and closes 9/5 eod |
| Week 3<br>Sept. 6-12 | Chapter 3: Groups Dynamics: Leadership  
  Journal 2 DUE 9/12 eod  
  Quiz 2: Chapter 2 Opens 9/9 @ 8 am and closes 9/12 eod |
| Week 4<br>Sept. 13-19 | Chapter 4: Group Dynamics: Goals and Norms  
  Quiz 3: Chapter 3 Opens 9/16 @ 8 am and closes 9/19 eod |
| Week 5<br>Sept. 20-26 | Chapter 5: Verbal and Nonverbal Communication  
  Journal 3 DUE 9/26 eod  
  Exam 1: Chapter 1-4 Opens 9/23 @ 8 am and closes 9/26 eod |
| Week 6<br>Sept. 27- Oct. 3 | Chapter 6: Task Groups  
  Quiz 4: Chapter 5 Opens 9/30 @ 8 am and closes 10/3 eod |
| Week 7<br>Oct. 4-10 | Chapter 7: Working with Diverse Groups  
  Journal 4 DUE 10/10 eod  
  Quiz 5: Chapter 6 Opens 10/7 @ 8 am and closes 10/10 eod |
| Week 8<br>Oct. 11-17 | Chapter 8: Self-Help Groups  
  Exam 2: Chapters 5-7 Opens 10/14 @ 8 am and closes 10/17 eod |
| Week 9<br>Oct. 18-24 | Chapter 9: Social Work with Families  
  Journal 5 DUE 10/24 eod  
  Quiz 6: Chapter 8 Opens 10/21 @ 8 am and closes 10/24 eod |
| Week 10<br>Oct. 25-31 | Chapter 10: Organizations, Communities, and Groups  
  Quiz 7: Chapter 9 Opens 10/28 @ 8 am and closes 10/31 eod |
<p>| Week 11&lt;br&gt;Nov. 1-7 | Chapter 11: Educational Groups: Stress Management and Time Management as Examples |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td><strong>Journal</strong> DUE</td>
<td>11/7 eod</td>
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<tr>
<td><strong>Quiz 8</strong></td>
<td>Chapter 10 Opens 11/4 @ 8 am and closes 11/7 eod</td>
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<tr>
<td><strong>Week 12</strong></td>
<td><strong>Nov. 8-14</strong></td>
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<td></td>
<td>Chapter 12: Treatment Groups</td>
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<td></td>
<td><strong>Exam 3</strong> Chapters 8-11 Opens 11/11 @ 8 am and closes 11/14 eod</td>
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<tr>
<td></td>
<td><strong>Social Work with Groups Project</strong> DUE 11/14 eod</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>Nov. 15-21</strong></td>
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<td></td>
<td>Chapter 13: Treatment Groups with Diverse and Vulnerable Populations</td>
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<td></td>
<td><strong>Quiz 9</strong> Chapter 12 Opens 11/18 @8 am and closes 11/21 eod</td>
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<tr>
<td><strong>Week 14</strong></td>
<td><strong>Nov. 22-23</strong> <em>(Thanksgiving Holiday Nov. 24-26)</em></td>
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<td><strong>Chapter 14</strong> Termination and Evaluation of a Group</td>
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<td></td>
<td><strong>Quiz 10</strong> Chapter 13 Opens MONDAY 11/29 @ 8 am and closes THURSDAY 12/2 eod</td>
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<tr>
<td><strong>Week 15</strong></td>
<td><strong>Nov. 29-Dec. 5</strong></td>
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<td><strong>Final Exam:</strong> Chapters 12-14 SATURDAY Opens 12/4 @ 8 am and closes TUESDAY 12/7 at NOON</td>
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**Grading Rubrics**

**Social Work with Groups Project**

Your course project involves a power point with audio voiceover or a video in which you select a type of group (i.e. task, educational, focus, treatment, self-help etc.) and a model of group development (Garland, Jones, & Kolodny, Tuckman, etc.). You will process the group through the stages (intake, selection of members, assessment and planning, group development and intervention, and evaluation and termination) and discuss diversity, EBP's that have been successful with the type of group selected and specific group exercises and activities that will be used, discuss group dynamics and the difference between group goals and
personal goals, as well as address how you would go about facilitating the group. Your power point/ video should include the contents of the outline below with video examples of the activities/exercises selected for use. **You must also use at least 5 peer reviewed journal articles IN ADDITION to your course text.**

Outline/Rubric

I. Introduction - (5 points)

II. Types of Groups - (10 points)
   a. Discuss the different types of groups used in social work
   b. Identify and thoroughly discuss the type of group you will be using for the project.

III. Models of Group Development- (15 points)
   a. Discuss the different types of group development
   b. Identify and discuss the type of group development you feel is most effective and how you believe it will apply to your group.

IV. Stages of Groups- (45 points)
   a. Take your group through intake, selection of members, assessment and planning, group development and intervention, and evaluation and termination.
   b. Discuss diversity issues, evidence-based practices that have been successful with the type of group you are discussing, group dynamics, and the difference between personal goals and group goals, and verbal /nonverbal communication.
   c. Select and discuss 3 evidence-based activities and/or exercises that will be used in the group (i.e. ice breakers, building group cohesion, group tasks to achieve goals, etc. your text if full of different activities/exercises).

V. Facilitating a Group - (20 points)
   a. Discuss how you would facilitate the identified group
   b. Discuss whether you feel group work is a good option for some of our clients and whether or not you are interested in conducting groups in the future.

VI. Conclusion - (5 points)

Student possible total points=100 Acquired points
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/student-handbook/community-policies/academic-integrity.php