Course Information

Course Description
This course is designed to provide the knowledge and skills required of social workers identified as managers; this includes first-level supervisors on through directors of public or private human services organizations. Students will also review topics that are typically exclusive to higher level managers such as board functioning and board management.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
Prerequisite: None

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.
Competency 5: Engage in Policy Practice

Social workers 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. Social workers 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. Social workers 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. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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 inter-professional 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional 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>
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<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
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<tr>
<td>Effectively, ethically, and professionally engage justice involved clients from diverse backgrounds.</td>
<td>Term Paper</td>
<td>Competency 2 Competency 6</td>
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<tr>
<td>Effectively, ethically, and professionally assess justice involved clients from diverse backgrounds.</td>
<td>Term Paper</td>
<td>Competency 2 Competency 7</td>
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<tr>
<td>Effectively, ethically, and professionally intervene with justice involved clients from diverse backgrounds.</td>
<td>Term Paper</td>
<td>Competency 2 Competency 8</td>
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<tr>
<td>Effectively, ethically, and professionally evaluate programs related to criminal justice.</td>
<td>Term Paper</td>
<td>Competency 2 Competency 9</td>
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</table>
Course Delivery

Face-to-face sections of this course have learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU's Blackboard Learning Management System.

Online sections of this 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

Required Texts:


Required Readings:
NASW Code of Ethics

Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)

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.).

Recommended Texts and Materials
None

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 08:00 to 17:00 and the number is (325) 942-2911. If you call any time after 17:00 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

**Topic Outline**
Human Services Management in Perspective
Major Management Activities
Completing the Management Picture

**Communication**
Faculty will respond to email and/or telephone messages within 24 to 48 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (except for university approved holidays) between 08:00 and 17:00. Weekend and/or holiday messages may not be returned until the next workday.

**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>
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<tbody>
<tr>
<td>Application Papers</td>
<td>35%</td>
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<tr>
<td>Presentation: Mock Interview</td>
<td>25%</td>
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<tr>
<td>Chapter Presentation</td>
<td>20%</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
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<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** = 0-69.99 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**

**Application Papers**  
35%

Students will write 3 short papers related to the application of specific skills from the chapters.

**Application 1:**

You are the director of a new program for the treatment of adolescent eating disorders. You are a believer in participative management methods. Which of the following decisions should be made with input from the professional staff. Should they be asked to even discuss it and make recommendations? Please include answers to the following in your 2-3 page (not including title and reference pages) write up.

1. Who should be interviewed about the new program by a reporter for the local newspaper?
2. What will be the lunch schedule for staff members?
3. What computer software should be purchased for staff use?
4. What criteria should be used for referring patients for inpatient treatment?
5. You have found $600 in the budget that can be used for additional office equipment. How should it be spent?
6. Which professional staff member should receive the title “Senior Clinician” and the $500 salary increase that goes with the title?
**Application 2:**

Assume that all the organizations described below are large; they have way too many staff members for the director to effectively manage without some form of departmentation to divide into manageable work units. What form or forms of departmentation might work best? Why?

1. A full-service organization for people who are homeless whose staff members engage in a variety of activities to help clients of all ages and both genders to become independent and able to care for themselves.
2. An agency whose mission is to serve the people defined as “frail elderly” throughout the county by offering a variety of health services in their homes.
3. An organization whose mission is to reduce fatal traffic accidents by educating drivers to the dangers of texting while driving, driving while under the influence of alcohol or other drugs, and other unsafe practices.
4. A rehabilitation center serving people who have suffered a traumatic brain injury as well as their families.
5. An organization whose mission is to help people with developmental disabilities that running several group homes, providing sheltered workshops, and so forth.

**Application 3:**

Select 2 of the following events that might occur in human service organizations and discuss what you think would be the best method or methods for a manager to address them?

1. You are the executive director of the organization. You read the online version of the morning paper and see a member of your staff quoted in an article on “glass ceilings” for women. She is quoted as saying, “Where I work, sexism is rampant. Women are overworked and exploited. No women can ever expect to advance beyond the level of supervisor.” (You believe that there is no truth to any of these accusations. The staff member is a competent and valued employee).
2. Your office manager tells you that a staff member has asked her to order 5 green notebooks of a specific brand “to help me keep my correspondence better organized.” The office manager wants to know if she should purchase them for her at a cost of $15 apiece. She tells you that her daughter attends the same school as the staff member’s son. The notebooks are exactly the ones described in a notice sent to all parents announcing that they are required for purchase by all students.
3. You are the director of an after-school youth activity center for adolescent boys. You observe that a newly hired female social worker, a recent MSW, has been showing up to work in low cut tank tops and very short skirts and has been very “flirtatious” with several of the boys. None of the other staff members dress or act this way.
4. A client called to complain about a phone call that she received. It was from her social worker’s husband. He was offering to give her a free estimate on vinyl siding for her home. After making some inquiries, you learn that the social worker (who you supervise) has provided her husband with a list of the names and phone numbers of several of her clients whose home she has visited.

5. Two different staff members have reported to you that one of your low-paid and dedicated paraprofessionals has been going through boxes of charitable donations to your agency and removed some of the better children’s clothes to take home for her granddaughter.

6. In reviewing recent financial records, you notice that one of your social workers has been billing the county Department of Social Services for 2 hours of treatment when she sees a couple together for one hour of counseling and three or more hours when she sees a family for an hour for conjoint family therapy.

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 term paper will result in the student not receiving credit for her/his term paper, among other consequences

**Interview Presentation**

Students will prepare a video presentation involving all the skills learned in the course. The video presentation will be a mock interview for a director position at an agency of your choosing. Students are asked to support their presentations using information from scholarly resources (e.g., peer reviewed journal articles, books, creditable internet sources). An outline will be provided to the instructor (including references) via submission link. Please include the following in your video presentation:

1. Introduce yourself and outline your education and work history.
2. Discuss any supervisory experience you have (if none, you can skip this)
3. Discuss your leadership style and how you would create a positive work environment (Chapter 4)
   a. Promote teamwork
   b. Build mutual respect
4. Discuss how you would influence the day-to-day activities of your employees (Chapter 6)
5. How would you organize your staff and the tasks they are responsible for? (Chapter 7)
6. Discuss your plan to recruit and hire a diverse staff, and how you would manage diversity at the agency. (Chapter 8)
7. Discuss how you would promote a productive work environment related to individual motivation, supervision, and other factors that affect job performance. (Chapter 9)
8. Share your plan to promote professional growth, manage staff problems, manage your budget, and improve technology. (Chapters 10-12)
9. Finish by thanking the agency for the opportunity to speak with them and wrap things up in a professional manner.

Chapter Presentation 20%

Each student will be assigned a chapter from the textbook and be able to present a summary of the chapter in class for 50 minutes. Students will be critiqued on their presentation style, communication ability, and knowledge of the chapter content. Students may present the chapter summary in any format they feel, such as power points, classroom activities, handouts, etc. As advanced standing MSW students, you need to be able to demonstrate command, understanding, and the ability to communicate the knowledge, values, and skills of the social work profession.

Comprehensive Exam 20%

There will be one comprehensive exam covering the material from the entire course material. Students are expected to be able to retain and apply the material from the course and this will be assessed by the use of a comprehensive exam during finals week.

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 Sunday and ends on Saturday. 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 no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus
unless the late assignment is due to a university approved absence defined in the graduate catalog.

Make-up work 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

**Student Responsibility and Attendance**

**For Face-to-Face Sections:** This is a face-to-face class. Attendance is expected and required. 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 10 study hours per week on average.

**For Online Sections:** 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 10 study hours per week on average.

**Note:** There will be weekly collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These collaborate sessions will be recorded and posted in the course modules for students who need or desire a pure asynchronous experience.

**Academic Integrity**

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

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.
Accommodations for Students with Disabilities

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

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

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

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](http://www.angelo.edu/title-ix).
<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Review Syllabus</td>
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<tr>
<td>Aug. 23-27</td>
<td>Read Chapter 1: Defining and Describing Management</td>
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<tr>
<td>Week 2</td>
<td>Read Chapter 2: What Makes Human Services Management Different</td>
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<td>Aug. 30-Sep 3</td>
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<tr>
<td>Week 3</td>
<td>Read Chapter 3: Historical Origins of Current Management Practices</td>
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<td>Sep. 6-10 Labor Day Sep. 6</td>
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<td>Week 4</td>
<td>Read Chapter 4: Leading</td>
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<tr>
<td>Sep. 13-17</td>
<td>Assignment: Application Paper #1 due 9/17 end of day</td>
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<td></td>
<td>Student Chapter Review</td>
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<tr>
<td>Week 5</td>
<td>Read Chapter 5: Planning</td>
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<td>Sep. 20-24</td>
<td>Student Chapter Review</td>
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<td>Week 6</td>
<td>Read Chapter 6: Influencing Day-to-Day Activities of Others</td>
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<td>Sep. 27-Oct. 1</td>
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<tr>
<td>Week 7</td>
<td>Read Chapter 7: Organizing People and Tasks</td>
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<td>Oct. 4-8</td>
<td>Student Chapter Review</td>
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<tr>
<td>Week 8</td>
<td>Read Chapter 8: Fostering and Managing Staff Diversity</td>
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<tr>
<td>Oct. 11-15</td>
<td>Assignment: Application Paper #2 due 10/15 end of day</td>
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<td>Student Chapter Review</td>
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<td>Week 9</td>
<td>Oct. 18-22</td>
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<td>Week 10</td>
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<td>Week 11</td>
<td>Nov. 1-5</td>
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<td>Week 12</td>
<td>Nov. 8-12</td>
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<td>Week 13</td>
<td>Nov. 15-19</td>
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<td>Week 14</td>
<td>Nov. 22-26</td>
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<td>Nov. 24-26</td>
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<td>Week 15</td>
<td>Nov. 29-Dec. 3</td>
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<td>Week 16</td>
<td>Dec. 6-10</td>
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**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

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
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of