Instructor: Anne M. Scaggs, EdD, MSW, LCSW
Email: anne.scaggs@angelo.edu.
Phone:
Office: Virtual
Office Hours: 11:00 a.m.-1:00 p.m. Monday through Friday
Collaborate sessions will take place Tuesday @ 6:30 and are not mandatory.

- Please note that emails received after 5:30 p.m. will not be answered until the next day. Exceptions will be made for emergency situations at the discretion of the instructor.

Course Description

This course provides a comprehensive framework of values, knowledge, and skills for spiritually sensitive, ethical, and culturally appropriate practice with diverse religious and non-religious clients. It examines spirituality as an integral piece of a strengths-based approach to social work practice with diverse and/or vulnerable clients. Students explore the beliefs, values, and social welfare applications of Buddhism, Christianity, Confucianism, Hinduism, Indigenous spiritual perspectives, Islam, Judaism, Existentialism, and Transpersonal and Deep Ecological Theories. Skills for spiritual assessment and spiritually sensitive practices include mindfulness, meditation, ritual and ceremony, forgiveness, spiritually sensitive administration, and engagement with community-based spiritual support systems. This elective course integrates a contemporary global perspective with critical self-reflection.

Course Credits

3 credit hours
Prerequisite or Co-requisite Courses
SWK 6339

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

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

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>A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude.</td>
<td>Exercises/Journals Spirituality Experience Presentation</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.</td>
<td>Exercises/Journals Spirituality Experience Presentation</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td>A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.</td>
<td>Exercises/Journals Spirituality Experience Presentation</td>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
</tr>
<tr>
<td>A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research.</td>
<td>Exercises/Journals Spirituality Experience Presentation</td>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
</tr>
</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 OS X 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 1-3 and presents the central values and concepts for advanced spiritually sensitive social work practice.
Module 2: Includes chapters 4-6 and explores spiritual diversity and the implications for social work practice.
Module 3: Includes chapters 7-10 and discusses spiritually sensitive social work practice in action.
Module 4: Includes chapters 11-13 and completes the discussion of spiritually sensitive social work with a look at the worldwide view.

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, Skype, 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>Exercises/Journal Submissions</td>
<td>25</td>
</tr>
<tr>
<td>Exploring a Religious or Spiritual Perspective on Service Presentation</td>
<td>40</td>
</tr>
<tr>
<td>Spirituality Experience</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading System**

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

The following grading scale is in use for this course:

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

**Teaching Strategies**

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

**Assignment and Activity Descriptions**

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

**Exercises/Journal Submissions**

- **25%**

There will be 8 exercises/journal submissions worth 25 percent of your grade. These submissions will be graded on the following criteria: Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation.
**Spirituality Experience**

Students will write a short paper based on their visit to a place of worship that they are not affiliated with, a visit to a spiritual location, or some type of spiritual celebration. The paper is to be between 5-7 pages in length (excluding title and reference pages) and written according to APA requirements. Students will select a place/celebration to visit/participate in, and after the visit, will write a paper detailing their experience. Students will be asked to support their work using *at least 5 scholarly resources* (e.g., peer reviewed journal articles, governmental studies, demographic research, creditable internet sources and so forth). Your course text can be used as a resource as well. You must include the following sections in your paper:

1. Introduction: include why you chose this particular experience that you are writing about, as well as the details of when and where it took place.
2. Your thoughts feelings, apprehensions, and preconceived notions prior to the experience
3. A detailed description of the experience, including your thoughts and feelings throughout the experience, interactions with others, etc.
4. What you learned from your experience
5. Make connections to the course materials including the videos, ppts, and textbook
6. Conclusion

**Exploring a Religious or Spiritual Perspective on Service Presentation**

It is important for students to explore in more detail those religions that are relevant to clients and communities with whom they are likely to work. It is helpful to include both cognitive and experiential learning in order to increase both knowledge and understanding. Students will create a PPT presentation with audio voice over or a video over the following:

1. Choose one religious or spiritual perspective (Chapter 5 offers descriptions of religious and spiritual perspectives on service or you can select a perspective not listed but approved by the instructor) that has special personal or professional relevance. Consider whether you have a client or are likely to have a client who could benefit from your increased knowledge. It would be productive for you to choose a perspective with which you are unfamiliar, uncomfortable, or have a desire to deepen or refresh familiarity.
Carefully review the part of the chapter about your chosen religious or spiritual perspective, including the social work implications.

2. Obtain further information about the perspective. (Chapter 5 offers sources but you are encouraged to seek additional sources to begin further reading). Use the internet search engines to check official and authentic websites maintained by these traditions as well as scholarly websites about religious studies. You can get a helpful start by exploring 3 websites:
   b. The Virtual Religion Index ([http://virtualreligion.net/vri/index.xhtml](http://virtualreligion.net/vri/index.xhtml)),
   c. The online Spiritual Diversity and Social Work Initiative ([https://spiritualdiversity.ku.edu](https://spiritualdiversity.ku.edu))

In addition, identify key religious texts or written accounts of orally transmitted wisdom for this tradition and read some of them. You could focus by looking for passages relating themes of compassion, justice, and service.

3. Contact someone who affiliates with the perspective for personal discussion in a comfortable and confidential location. If permissible, participate in a ceremony or visit a spiritually significant place, and learn from your contact person about proper conduct for a visitor and the meaning of the symbols and actions involved.

4. Finally, think through ways this information can be used to enhance your practice with clients who share the tradition and for your advanced general social work practice. Create your presentation to share how you would use this information. Carefully review the social work implications and consider what might be relevant to your practice. Discuss some of these helping practices and issues and how you would go about implementing them in a workplace.

The following basic outline should guide your presentation. Please include a slide with your references.

Outline

I. Introduction

II. Discuss the religious or spiritual perspective selected and the special personal or professional relevance addressing all items in #1.

III. Discuss your research and include all the sites, articles, and books reviewed, the knowledge gained, any findings, and the implications of those findings. Share the passages relating themes of compassion, justice, and service.
IV. Share your experience with someone who affiliates with the perspective selected. Discuss your participation in a ceremony or the spiritually significant place you visited. Share what you learned.

V. Discuss #4 including every aspect identified.

VI. Conclusion

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

Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

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 mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions.

**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
Incomplete Grade Policy

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

Plagiarism

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

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.
Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td>Aug. 23-29</td>
<td><em>Please complete the Self-Introduction</em></td>
</tr>
<tr>
<td></td>
<td>Read Chapter 1: Guiding Principles</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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</tr>
<tr>
<td>Week 2</td>
<td>Read Chapter 2: Compassion, the Call to Service, and Ethical Principles for Social Work</td>
</tr>
<tr>
<td>Aug. 30- Sept. 5</td>
<td><strong>Exercise/Journal 1 DUE Wednesday eod</strong></td>
</tr>
<tr>
<td>Week 3</td>
<td>Read Chapter 3: The Meaning of Spirituality</td>
</tr>
<tr>
<td>Sept. 6-12</td>
<td><strong>Exercise/Journal 2 DUE Wednesday eod</strong></td>
</tr>
<tr>
<td>Week 4</td>
<td>Read Chapter 4: Human Diversity, Spirituality, and Social Work Practice</td>
</tr>
<tr>
<td>Sept. 13-19</td>
<td><strong>Exercise/Journal 3 DUE Wednesday eod</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>Read Chapter 5: Religious Perspectives on Social Service and Implications for Social Work Practice</td>
</tr>
<tr>
<td>Sept. 20-26</td>
<td><strong>Exercise/Journal 4 DUE Wednesday eod</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td>Read Chapter 6: Nonsectarian Spiritual Perspectives, Comparisons, and Implications for Cooperation</td>
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<tr>
<td>Sept. 27- Oct. 3</td>
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<tr>
<td>Week 7</td>
<td>Read Chapter 7: Creating a Spiritually Sensitive Context for Practice</td>
</tr>
<tr>
<td>Oct. 4-10</td>
<td><strong>Exploring a Religious or Spiritual Perspective on Service Presentation DUE 10/10 eod</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Read Chapter 8: Spiritual Development</td>
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<tr>
<td>Oct. 11-17</td>
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<tr>
<td>Week 9</td>
<td>Read Chapter 9: Spiritual Assessment</td>
</tr>
<tr>
<td>Oct. 18-24</td>
<td><strong>Exercise/Journal 5 DUE Wednesday eod</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td>Read Chapter 10: Ethical Guidelines for Spiritually Sensitive and Culturally Appropriate Practice</td>
</tr>
<tr>
<td>Oct. 25-31</td>
<td><strong>Exercise/Journal 6 DUE Wednesday eod</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>Read Chapter 11: Spiritual Growth-Promoting Practices</td>
</tr>
<tr>
<td>Nov. 1-7</td>
<td><strong>Exercise/Journal 7 DUE Wednesday eod</strong></td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td><strong>Week 12</strong></td>
<td><strong>Read Chapter 12: Transformational Process in Spiritually Sensitive Social Work Practice</strong></td>
</tr>
<tr>
<td>Nov. 8-14</td>
<td><strong>Exercise/Journal 8 DUE Wednesday eod</strong></td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>Read Chapter 13: A Worldwide View</strong></td>
</tr>
<tr>
<td>Nov. 15-21</td>
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<tr>
<td><strong>Week 14</strong></td>
<td><strong>Spirituality Experience Paper DUE 11/23 eod</strong></td>
</tr>
<tr>
<td>Nov. 22-23</td>
<td><em>(Thanksgiving Holiday Nov. 24-26)</em></td>
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<tr>
<td><strong>Week 15</strong></td>
<td></td>
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<tr>
<td>Nov. 29-Dec. 5</td>
<td></td>
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<tr>
<td><strong>Week 16</strong></td>
<td><strong>Finals Week</strong></td>
</tr>
<tr>
<td>Dec. 6-10</td>
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</tbody>
</table>

**Grading Rubrics**

**Exploring a Religious or Spiritual Perspective on Service Presentation Rubric**

I. Introduction

II. Discuss the religious or spiritual perspective selected and the special personal or professional relevance addressing all items in #1.______(15 pts)

III. Discuss your research and include all the sites, articles, and books reviewed, the knowledge gained, any findings, and the implications of those findings. Share the passages relating themes of compassion, justice, and service.______(25 pts)

IV. Share your experience with someone who affiliates with the perspective selected. Discuss your participation in a ceremony or the spiritually significant place you visited. Share what you learned._____ (20 pts)

V. Discuss #4 including every aspect identified.______(20pts)

VI. Conclusion

APA, grammar, spelling, and references – ________(20 pts)
**Spirituality Experience Paper Rubric**

Students will write a short paper based on their visit to a place that is out of their comfort zone. The paper is to be between 5-7 pages in length (excluding title and reference pages) and written according to APA requirements. Students will select a place to visit where they will not feel entirely comfortable, and after the visit, will write a paper detailing their experience. Students will be asked to support their work using **at least 5 scholarly resources** (e.g., peer reviewed journal articles, governmental studies, demographic research, creditable internet sources and so forth). Your course text can be used as a resource as well. You must include the following sections in your paper:

1. **Introduction**: include why you chose this particular experience that you are writing about, as well as the details of when and where it took place.
2. Your thoughts feelings, apprehensions, and preconceived notions prior to the experience - ________(15 Pts)
3. A detailed description of the experience, including your thoughts and feelings throughout the experience, interactions with others, etc. - ______(20 pts)
4. What you learned from your experience – ______(25 pts)
5. Make connections to the course materials including the videos, ppts, and textbook - ______(25 pts)
6. Conclusion

APA, grammar, spelling, and references – ______(15 pts)

Total - _____________

**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
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