

Instructor: Dr. Ashley Araiza
Email: ashley.araiza@angelo.edu
Phone: 325-486-6718
Office: Academic Building 104G / Zoom
Virtual Office Hours: MTWRF 11:00am–1:00pm or By Appointment

Course Information

Course Description
The goals of this course will be to introduce you to broad concepts and theories across Social Psychology through research and application. Social psychology is the scientific study of how people’s thoughts, feelings, and behavior are influenced by the actual, imagined, or implied presence of other people. Some key questions that social psychologists are interested in are: How do other people influence our behaviors? How are perceptions of events influenced by the situation? How do ideologies and attitudes influence our behavior? or How do stressful social experiences affect our health?

Because this is a graduate-level course, we will examine social psychological principles and their applications through a research-focused lens by focusing both on learning broad concepts and exploring more specific details related to how social psychologists have used research to study those concepts.

Course Credits
This course is worth 3 credit hours (3-0).

Prerequisite Skills
Using the Blackboard Learning Management System, accessing Internet websites, using ASU Library resources, and proficiency with creating and submitting files (e.g., .docx files, .pdf files) generated from commonly used programs, such as Microsoft Word.

Course Delivery
This is an online course that will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.
Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate familiarity with and knowledge of social psychological theories and concepts</td>
<td>Knowledge Checks</td>
</tr>
<tr>
<td>Analyze/evaluate social psychological research and think critically about social psychological concepts</td>
<td>Discussion Posts, Discussion Leader</td>
</tr>
<tr>
<td>Apply social psychological principles and methods to understand everyday life</td>
<td>Discussion Posts, Research Proposal</td>
</tr>
<tr>
<td>Demonstrate the ability to clearly convey ideas both orally and through writing</td>
<td>Individual Meetings, Research Proposal</td>
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Required Texts and Materials


**Required Research Readings:** This is a graduate course; critically consuming and understanding research is vital to your learning and to your ability to deeply process information related to social psychology (and life, in general). Topic-relevant readings will be posted on Blackboard.

*Lecture slides will reflect content associated with each broad topic covered in the readings, but slides will not cover all reading content and may cover added content. Readings are part of your self-directed learning in this course.*

Technology Requirements

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

Topic Outline

Module 1 (Week 1): Syllabus and Course Introduction
Module 2 (Weeks 2-3): Introduction to Social Psychology, Research Methods
Module 3 (Weeks 4-6): Social Cognition, Social Perception, Group Processes
Module 4 (Weeks 7-10): Stereotypes, Prejudice, & Discrimination, Altruism, Aggression
Module 5 (Weeks 11-13): Social Psychology – Health Applications, Stigma and Health
Module 6 (Weeks 14-16): Research Projects and Peer Review
**Communication**

I will always try to respond to email, telephone, and/or Blackboard messages within 24 hours during working hours Monday to Friday; weekend messages may not be returned until Monday.

**Written communication via Blackboard:** Course-related questions should be posted on the “Help/General Questions” board in the Discussion section of Blackboard. This should be your first line of communication with me and with the course, except for personal/private issues.

**Written communication via email:** All private communication should be done through your ASU email address; check it frequently for announcements or changes. Please include “PSY 6303” in the subject line of all emails so that I can quickly identify students and respond ASAP.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Zoom, Blackboard Collaborate, Skype, etc. Virtual office hours will be conducted via Zoom; see the “Office Hours” tab on our Blackboard course to attend Virtual Office Hours.

**Online Etiquette:** Online classes require more effortful communication. It is important to remember that we will not have the non-verbal cues that occur in a face-to-face classroom. Please reach out and communicate with me so that I can help you be successful in this course.

To make this experience go smoothly, remember that you are responsible for initiating contact and being direct, persistent, and vocal when you do not understand something.

When communicating in this course, the following guidelines should be kept in mind:

- Offensive language or rudeness are not tolerated. Discuss ideas, not people.
- When responding to others, refer to the original message’s contents to avoid confusion.
- Be specific and clear, especially when asking questions.
- Make allowances for possible misunderstandings.
- Communicate with me frequently! I am very excited to get to know you.

**Grading**

**Evaluation and Grades**

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points of Total Grade</th>
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<tbody>
<tr>
<td>Personal Introduction (1 x 5)</td>
<td>5 points</td>
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<tr>
<td>Self-Regulated Learning Assignment (1 x 15)</td>
<td>15 points</td>
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<tr>
<td>Knowledge Checks (9 x 10 points)</td>
<td>90 points</td>
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<tr>
<td>Discussion-Board Activities (7 x 15 points)</td>
<td>105 points</td>
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<tr>
<td>Discussion Leader (1 x 25 points)</td>
<td>25 points</td>
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<tr>
<td>Research Proposal (1 x 60; see below for more details)</td>
<td>60 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</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 = 270-300 points
- B = 240-269 points
- C = 210-239 points
- F = 0-209 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners” and “Self-Regulated 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 with their peers.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.*
*Further assignment instructions, when necessary, will be posted/announced on Blackboard.

**Personal Introduction (5 points):** You will answer several questions about yourself using our discussion board titled “Personal Introductions.” The goal of this introductory post is for all of us to get to know each other (!) and familiarize ourselves with using the class discussion board.

**Self-Regulated Learning Assignment (15 points):** This assignment is designed to help you learn about different skills for being successful at some of the self-directed learning that occurs in online courses. First, you’ll watch a short video titled “What is Self-Regulated Learning?” Next, you will review different strategies related to learning and motivation. Finally, you will answer several questions related to the content. See the Self-Regulated Learning Assignment Instructions document posted on Blackboard, under Module 1, for more details.

**Knowledge Checks (90 points):** There will be 9 quizzes, one for each chapter we cover from your textbook, each worth 10 points. The quizzes are designed to check your knowledge on core concepts in social psychology, learned through the textbook and lectures. Quizzes will only reflect textbook and lecture content and will not reflect content from the additional readings.

**Discussion-Board Activities (105 points):** For each of the 7 non-introductory textbook chapters we cover in the course (i.e., Chapters 3, 4, 5, 8, 10, 11, and 14), you will respond to discussion questions/prompts created by a pair of your classmates (i.e., our weekly “Discussion Leaders”). You will post one original response to each of two questions/prompts (5 points x 2 original responses), and you will respond to two classmates (2.5 points x 2 responses to classmates). Discussion boards will open at 12:00pm Wednesday during the week of a given discussion.
**Discussion Leader (25 points):** Once during the semester, you and a partner will lead the week’s discussion board. There will be 7 weeks of discussion posts during the semester, and you will sign up to lead discussion during one of those weeks. As discussion leaders, you and your partner will develop two discussion prompts/questions (10 points x 2 questions = 20 points) based on your week’s readings of both the textbook and the additional required readings. When you are discussion leader, you are not required to respond to the questions you and your partner write (as the other students will do), but you will still be required to respond to at least two of your classmates’ discussion posts (2.5 points x 2 responses = 5 points).

You and your partner should be extremely thoughtful in your development of these prompts, to spark lively discussions and/or interesting debates among your fellow students; the prompts should elicit opinions, further insights, ideas for research studies, etc. The prompts should not simply elicit “Yes” or “No” responses or responses that do not require in-depth thought and processing of the course materials. I will approve all discussion prompts prior to opening the boards at noon on Wednesday of your discussion week. Prompts you develop with your partner will need to be approved by me by the end of the day on Tuesday of your discussion week; note that finalizing the prompts may take a bit of back and forth among all members of your group and me. The sign-up sheet for discussion-leading is posted on Blackboard under Module 1.

**Applied Research Proposal (60 points):** Your final paper in this course will be a well-developed research proposal written in APA format. Any topic within Social Psychology is acceptable, but your topic should address a real-world problem. I will approve your topic through an early assignment related to this paper. In your proposal, you will be expected to introduce the topic, review relevant research literature, and clearly state a hypothesis, which should be logically derived from your introduction (i.e., the Introduction section, 10 points); describe a possible method to test your hypothesis (i.e., the Method section, 10 points); and then outline your expected results, as well as discuss practical implications of the possible results (i.e., the Expected Results and Conclusions section, 10 points). You also will include an APA-style abstract in your paper (5 points); and you will incorporate APA-style formatting, in-text citations, and an APA-style References section (5 points total) into the paper.

There will be three additional Assignments related to your proposal that you will submit earlier in the semester so that I can approve your paper topic (5 points) and ensure that you are on the right track with the literature review in your Introduction section (5 points), and so that you can have the experience of peer-reviewing the proposal of one of your classmates (10 points). These assignments also will help us both ensure that you are on track to complete the proposal on time. More details about the final research proposal will be provided on Blackboard.

**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 ashley.araiza@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
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**

Late work and missed assignments are not accepted. The course is set up in modules that span 1-4 weeks. The week begins on Sunday and ends on Saturday. Assignment due dates are shown on the Course Schedule below and posted on Blackboard. When possible, try to work ahead in the course in case you have unforeseen circumstances that prevent you from completing tasks on time. If you have extenuating circumstances, please contact me ASAP. Faculty reserve the right to deduct points for late assignments that are accepted past the original 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 10-12 study hours per week on average.

**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

I may make changes as necessary to this syllabus, the course content, and/or the course schedule. If changes become necessary during the course, I will notify you by email or course announcements on Blackboard. It is your responsibility to check daily for such communications about the course.

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

Learning Modules and Weekly folders posted on Blackboard will contain each week’s content. For this course, the week begins on Sunday and ends on Saturday. *In general, readings, discussion posts, assignments, etc. are due by 11:59pm on the last date listed for the week in which they are contained.* For example, all readings and assignments for Week 3 are due by 11:59pm on Saturday 9/11, which is the end date for Week 3.

*There will be some necessary deviations from this for assignments that have related and dependent assignments in the same week (e.g., Discussion Leader Prompts, Peer Review); exact due dates are noted on Blackboard in the Instructions documents and submission links for each assignment, and I will always clearly state when an assignment deadline is earlier than the last date of the week.*

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topic/Assignments/Assessments Due</th>
<th>Readings</th>
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</table>
| **Module 1: Course Introduction and Information**

**Week 1
8/23 – 8/28**

| Topic: Course Introduction
| Review: Syllabus and Blackboard (Bb) Course
| Read: All Documents Under Module 1 on Bb
| Task: Sign up for Discussion Leading
| Discussion Due: Personal Introduction Discussion Post
| Assignment Due: Self-Regulated Learning Skills Assignment |
| Syllabus
Bb Module 1 |

**Module 2: Introduction to Social Psychology**

**Week 2
8/29 – 9/4**

| Topic: Introduction to Social Psychology
| Review: Chapter 1 Lecture
| Read: Chapter 1 / Additional Required Research Readings
| Knowledge Check Due: Chapter 1 |
| Chapter 1
Bb Reading |

**Week 3
9/5 – 9/11**

| Topic: Research Methods in Social Psychology
| Review: Chapter 2 Lecture
| Read: Chapter 2 / Additional Required Research Readings
| Task: Meet with Partner and Plan Discussion-Leading
| Knowledge Check Due: Chapter 2 |
| Chapter 2
Bb Reading |

**Module 3: The Social Self, Social Others, and Social Groups**

**Week 4
9/12 – 9/18**

| Topic: Social Cognition (The Social Self)
| Review: Chapter 3 Lecture
| Read: Chapter 3 / Additional Required Research Readings
| Knowledge Check Due: Chapter 3
| Discussion Due: Discussion 1 |
| Chapter 3
Bb Reading |

**Week 5
9/19 – 9/25**

| Topic: Social Perception (Perceiving Others)
| Review: Chapter 4 Lecture
| Read: Chapter 4 / Additional Required Research Readings
| Knowledge Check Due: Chapter 4
| Discussion Due: Discussion 2 |
| Chapter 4
Bb Reading |
<table>
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<th>Week/Dates</th>
<th>Topic/Assignments/Assessments Due</th>
<th>Readings</th>
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<tr>
<td><strong>Week 6</strong> 9/26 – 10/2</td>
<td><strong>Topic: Group Processes</strong> &lt;br&gt; Review: Chapter 8 Lecture &lt;br&gt; Read: Chapter 8 / Additional Required Research Readings &lt;br&gt; Knowledge Check Due: Chapter 8 &lt;br&gt; Discussion Due: Discussion 3</td>
<td>Chapter 8 Bb Reading</td>
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<td><strong>Module 4: Social Perceptions and Relations</strong></td>
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<td><strong>Week 7</strong> 10/3 – 10/9</td>
<td><strong>Topic: Stereotypes, Prejudice, and Discrimination I</strong> &lt;br&gt; Review: Chapter 5 Lecture, Part 1 &lt;br&gt; Read: Chapter 5 / Additional Required Research Readings &lt;br&gt; Discussion Due: Discussion 4</td>
<td>Chapter 5 pp. 152-175 Bb Reading</td>
</tr>
<tr>
<td><strong>Week 8</strong> 10/10 – 10/16</td>
<td><strong>Topic: Stereotypes, Prejudice, and Discrimination II</strong> &lt;br&gt; Review: Chapter 5 Lecture, Part 2 &lt;br&gt; Read: Chapter 5 / Additional Required Research Readings &lt;br&gt; Knowledge Check Due: Chapter 5 &lt;br&gt; Assignment Due: Brief Proposal Idea Summary</td>
<td>Chapter 5 pp. 175-205 Bb Reading</td>
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<td><strong>Week 9</strong> 10/17 – 10/23</td>
<td><strong>Topic: Altruism</strong> &lt;br&gt; Review: Chapter 10 Lecture &lt;br&gt; Read: Chapter 10 / Additional Required Research Readings &lt;br&gt; Knowledge Check Due: Chapter 10 &lt;br&gt; Discussion Due: Discussion 5</td>
<td>Chapter 10 Bb Reading</td>
</tr>
<tr>
<td><strong>Week 10</strong> 10/24 – 10/30</td>
<td><strong>Topic: Aggression</strong> &lt;br&gt; Review: Chapter 11 Lecture &lt;br&gt; Read: Chapter 11 / Additional Required Research Readings &lt;br&gt; Knowledge Check Due: Chapter 11 &lt;br&gt; Discussion Due: Discussion 6</td>
<td>Chapter 11 Bb Reading</td>
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<tr>
<td><strong>Module 5: Social Psychology and Health</strong></td>
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<td><strong>Week 11</strong> 10/31 – 11/6</td>
<td><strong>Topic: Applications of Social Psychology to Health</strong> &lt;br&gt; Review: Chapter 14 Lecture &lt;br&gt; Read: Chapter 14 / Additional Required Research Readings &lt;br&gt; Knowledge Check Due: Chapter 14 &lt;br&gt; Discussion Due: Discussion 7</td>
<td>Chapter 14 Bb Reading</td>
</tr>
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<td><strong>Week 12</strong> 11/7 – 11/13</td>
<td><strong>Topic: Biopsychosocial Model of Challenge and Threat</strong> &lt;br&gt; Read: Additional Required Research Readings &lt;br&gt; Assignment Due: Proposal Introduction Draft</td>
<td>Bb Reading</td>
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<tr>
<td><strong>Week 13</strong> 11/14 – 11/20</td>
<td><strong>Topic: Stress/Stigma and Health Behaviors</strong> &lt;br&gt; Read: Additional Required Research Readings &lt;br&gt; Task: Sign up for Individual Meeting &lt;br&gt; Task: Outline/Draft Method Section for Individual Meeting</td>
<td>Bb Reading</td>
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<tr>
<td>Week/Dates</td>
<td>Topic/Assignments/Assessments Due</td>
<td>Readings</td>
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<tr>
<td><strong>Week 14</strong></td>
<td><strong>Module 6: Research Projects and Peer Review</strong></td>
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| 11/21 – 11/27 | **Topic: Individual Meetings**  
Task: Individual Meetings with Instructor (11/22 or 11/23)  
Task: Enjoy the Holiday Break! |                                                                          |
| **Week 15** | **Topic: Proposal Drafts and Peer Review**  
Assignment Due 11/30: Current Proposal Draft  
Assignment Due 12/4: Peer Review of Classmates Proposal |                                                                          |
| 11/28 – 12/4 |                                                                                                 |                                                                          |
| **Week 16** | **Topic: Final Research Proposals**  
Final Research Proposal Due |                                                                          |
| 12/5 – 12/10 |                                                                                                 |                                                                          |

**Grading Rubrics**
Grading rubrics will be included in assignment instructions inside of the Blackboard Learning Management System, when applicable.

**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 most essential SLOs related to this course are:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing skill in expressing oneself orally or in writing

**End of Syllabus**

1. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2. [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
4. [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5. [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
7. [https://www.angelo.edu/dept/writing_center/academic_honesty.php](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](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)