Course Information

Course Description

This course takes an in depth look at advanced practice with individuals, families, and small groups with a focus on assessment and intervention strategies and skills. The course further discusses the engagement, implementation, and planning for service delivery, implementing empirically based interventions, and evaluating outcomes.

Advanced Generalist social work practice is anchored in and applies social work values, ethics, knowledge, and adheres to the mission of the profession focusing on the strengths, capacities, and resources of client systems in relation to the broader social environment (i.e., human behavior in the social environment content). Advanced Generalist social work practice uses a general intervention model (i.e., the helping process), based on the
knowledge, skills, and values of the social work profession; and includes client engagement; assessment, planning, intervention, evaluation, termination, and follow-up. Students will learn to base evidenced supported interventions on client strengths, capacities, and resources that are designed to help clients overcome personal challenges and resolve personal deficits based on the helping process. Each of the steps in the general intervention model, and their associated activities and processes, are covered in detail in this course as they apply to individuals, couples, families, and small groups (i.e., direct practice on the micro and mezzo level).

**Course Credits**
3 credit hours

**Prerequisite and Co-requisite Courses**
SWK 6301 (only for non BSW)

**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 MSW 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><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behavior</td>
<td>Client Practice Paper Article Reviews on Family Practice</td>
<td>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<tr>
<td><strong>Competency 2:</strong> Engage Diversity and Difference in Practice</td>
<td>Client Practice Paper Article Reviews on Family Practice</td>
<td>apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
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<tr>
<td>Student Learning Outcome</td>
<td>Assignment(s) or activity(ies) validating outcome achievement:</td>
<td>Mapping to Program Outcomes</td>
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<tr>
<td>By completing all course requirements, students will be able to:</td>
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<tr>
<td><strong>Competency 4: Engage In Practice-informed Research and Research-informed Practice</strong></td>
<td>Client Practice Paper Article Reviews on Family Practice</td>
<td>use practice experience and theory to inform scientific inquiry and research</td>
</tr>
<tr>
<td><strong>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>Client Practice Paper Article Reviews on Family Practice</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
</tr>
<tr>
<td><strong>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>Client Practice Paper Article Reviews on Family Practice</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
</tr>
<tr>
<td><strong>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>Client Practice Paper Article Reviews on Family Practice</td>
<td>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
</tr>
<tr>
<td><strong>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>Client Practice Paper Article Reviews on Family Practice</td>
<td>select and use appropriate methods for evaluation of outcomes</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

ISBN-978-1-305-86575-4


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 Edition.

Internet Resources of Possible Interest:
- American Orthopsychiatric Association: http://www.amerortho.org/
- American Public Health Association: http://www.apha.org/
- American Society of Criminology: http://www.asc41.com/
- Gerontological Society of America: http://www.geron.org/
- National Association of Social Workers: http://www.naswdc.org/
- National Council on Family Relations: http://ncfr.org/
- School Social Work Association of America: http://www.sswaa.org/

Technology Requirements

Testing via Respondus™ Monitor

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

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

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

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

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

Topic Outline

Module 1: Includes chapters 1-4 and provides a review of the challenges and opportunities of social work; discusses the domain, philosophy, and roles within social work; includes an overview of the helping process, and operationalizes the social work values.

Module 2: Includes chapters 5-10 and 12; it involves exploring, assessing, and planning for change at the advanced micro level.

Module 3: Includes chapters 13-15, & 17-19 and discusses the change-oriented phase and termination with clients at the advanced micro level.

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>Client Assessment Paper</td>
<td>40</td>
</tr>
<tr>
<td>Article Reviews on Family Assessment and Treatment</td>
<td>40</td>
</tr>
<tr>
<td>EBP Presentation</td>
<td>20</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 as per the Graduate School:

- 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

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

Client Practice Research Paper 40%
Each student will write a research paper, between 9 and 10 pages in length, including the cover and reference pages, which strictly conforms to the most recent edition of the APA style manual, based on a client system that they are interested in working with in the future. Each student will need to have no less than 5 peer reviewed journals/books that will be used for this paper. Each paper must contain the following elements:

I. Introduction

II. Engagement (Research and Define an individual client system that you are interested in)
   A. Discuss how you would engage the client system
   B. Discuss diversity issues faced by your client including mechanisms of oppression and discrimination. How will you negotiate, mediate, and advocate with and on behalf of your client?
   C. Identify personal biases that could impact your interaction with the client and discuss how you will manage those biases.

III. Assessment
   A. Select an assessment instrument/tool to assess your client system
   B. Discuss the rationale behind the assessment instrument/tool selected
   C. Provide peer reviewed evidence of the efficacy of the assessment instrument/tool selected

IV. Intervention
   A. Discuss how you go about selecting an intervention for your client system
   B. How would you apply the intervention to your client system?
   C. Discuss how the Code of Ethics applies to your intervention with the client and identify relevant laws

V. Evaluation
   A. How will you analyze, monitor, and evaluate the interventions used?
   B. What methods are appropriate for evaluation of outcomes?
   C. Do you foresee any difficulties for your client or yourself?

VI. Conclusion

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

40%

Each student will conduct 3 PRJ Article critique/analysis on family assessment and interventions. The PRJ Articles must be selected from a Social Work Journal. The student will critique/analyze the assessment tools utilized in the articles, the interventions applied to the family system and the evaluation method conducted. The following is a suggested order for your review.

Summary of the Article
Critique/Analysis of Assessment Tools Utilized
Discussion of Interventions Applied to the Family System
Discussion of the Evaluation Method Conducted
Learning Implications for Student and Discussion of Whether or Not the Student will Use the Intervention in the Future

Presentation over EBP Interventions with Families  

20%

Students will create a PPT presentation with audio voice over or a video describing one of the interventions from the 4 PRJ Articles that he/she critiqued using the following outline:

I. Introduction
II. Intervention selected and why the intervention was chosen
   a. History of the intervention (who developed it, how long has it been in use, etc.)
   b. What does the research say about this intervention?
   c. What are the benefits and limitations of this intervention?
III. Is this an intervention you will use in the future?
   a. If yes, why...
   b. If no, why...
   c. What changes or improvements do you believe would make this intervention better?
IV. 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

Late assignments are not accepted. Accommodations may be made on a case-by-case basis, but only for extreme circumstances of University-approved or instructor-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

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Also, due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.

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 to disciplinary action and possible expulsion from ASU.

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

**Accommodations for Students with Disabilities**

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

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

Dallas Swafford
Director of Student Disability Services
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>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 18-24</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td></td>
<td><em>Please complete the Self-Introduction</em></td>
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<tr>
<td></td>
<td>Read Chapters 1 &amp; 2</td>
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<tr>
<td><strong>Week 2</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 25-31</td>
<td>Read Chapters 3 &amp; 4</td>
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<tr>
<td></td>
<td><em>Article Review 1 on Family Assessment and Intervention Due 10/31 eod</em></td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>Nov. 1-7</td>
<td>Read Chapter 5 &amp; 6</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>Nov. 8-14</td>
<td>Read Chapters 7 &amp; 8</td>
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<tr>
<td></td>
<td><em>Article Review 2 on Family Assessment and Intervention Due 11/14 eod</em></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
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<tr>
<td>Nov. 15-21</td>
<td>Read Chapter 9 &amp; 10</td>
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<tr>
<td></td>
<td><em>Client Assessment Research Paper Due 11/21 eod</em></td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>Nov. 22-23</td>
<td>Read Chapter 11, 12 &amp; 13</td>
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<tr>
<td><em>(Thanksgiving Holiday Nov. 24-26)</em></td>
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<tr>
<td><strong>Week 7</strong></td>
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<tr>
<td>Nov. 29-Dec. 5</td>
<td>Read Chapter 14 &amp; 15</td>
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<td></td>
<td><em>Article Review 3 on Family Assessment and Intervention Due 12/5 eod</em></td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td></td>
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<tr>
<td>Dec. 6-10</td>
<td>Read Chapter 17 &amp; 18</td>
</tr>
<tr>
<td></td>
<td><em>Presentation over EBP Interventions with Families 12/8 end of day</em></td>
</tr>
</tbody>
</table>

# Grading Rubrics

**Article Reviews Rubric**

Each student will conduct 4 PRJ Article critique/analysis on family assessment and interventions. The PRJ Articles must be selected from a Social Work Journal. The student will critique/analyze the assessment tools utilized in the articles (were they the most appropriate...
tools, validity, were other tools better suited to the family issue etc.), the interventions applied to the family system and the evaluation method conducted.

Introduction
Summary of the Article - ______10 pts
Critique/Analysis of Assessment Tools Utilized - ______ 20 pts.
Discussion of Interventions Applied to the Family System - _____ 20 pts.
Discussion of the Evaluation Method Conducted - ______ 20 pts.
Learning Implications for Student and Discussion of Whether or Not the Student will Use the Intervention in the Future - _____ 20 pts.
Conclusion

Organization, critical thinking, APA, Grammar - _____10 pts.

Presentation Rubric
Students will create a PPT presentation with audio voice over or a video describing one of the interventions from the 4 PRJ Articles that he/she critiqued using the following outline:

I. Introduction
   II. Intervention selected and why the intervention was chosen - _______ 40 pts.
       a. History of the intervention (who developed it, how long has it been in use, etc.)
       b. What does the research say about this intervention?
       c. What are the benefits and limitations of this intervention?
   III. Is this an intervention you will use in the future? _________40 pts.
       a. If yes, why...
       b. If no, why...
       c. What changes or improvements do you believe would make this intervention better?
   IV. Conclusion

Overall quality of presentation (organization, information, style and format) - _______ 20 pts.

Client Practice Research Paper Rubric
I. Introduction

II. Engagement (Research and Define an individual client system that you are interested in) - _____ 25 pts.
   A. Discuss how you would engage the client system
   B. Discuss diversity issues faced by your client including mechanisms of oppression and discrimination. How will you negotiate, mediate, and advocate with and on behalf of your client?
   C. Identify personal biases that could impact your interaction with the client and discuss how you will manage those biases.

III. Assessment - ______ 25 pts
   A. Select an assessment instrument/tool to assess your client system
   B. Discuss the rationale behind the assessment instrument/tool selected
   C. Provide peer reviewed evidence of the efficacy of the assessment instrument/tool selected

IV. Intervention - ______ 25 pts.
   A. Discuss how you go about selecting an intervention for your client system
   B. How would you apply the intervention to your client system?
   C. Discuss how the Code of Ethics applies to your intervention with the client and identify relevant laws

V. Evaluation - ______ 15 pts.
   A. How will you analyze, monitor, and evaluate the interventions used?
   B. What methods are appropriate for evaluation of outcomes?
   C. Do you foresee any difficulties for your client or yourself?

VI. Conclusion

Adherence to APA, Grammar _____ 10 pts.

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