

# HSP 4330 Healthcare Organization and Leadership



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**Office:** Archer Building (HHS) 222E

**Office Hours:** Virtual Office Hours Available by Appt

## Course Information

### Course Description

Describes the critical knowledge and skills needed to be effective leaders in today's complex healthcare environment. The course examines conflict resolution, leadership and negotiation skills, strategic planning, selecting and developing individuals and teams, communicating, managing resources, and using technology.

### Course Credits

3

### Prerequisite and Co-requisite Courses

None

### Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the students enrolled in HSP 4330.

### Program Outcomes

Upon completion of the program of study for health science professions, graduates will be prepared to:

## Student Learning Outcomes

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>
<b>Demonstrate self-awareness, self-understanding, respect, empathy, altruism, and self-disclosure through participation in groups.</b>	Team Project, Team Discussion Boards, Chapter 6, Journal 4 Assignment
<b>Identify a personal leadership style and construct a personal philosophy of leadership.</b>	Chapters 4 and 5, Journal 3 Assignment
<b>Analyze how leadership is affected by context and situation.</b>	Team Project, Chapter 2, Journal 2 Assignment
<b>Analyze how personal values and other motivating forces influence group process and development.</b>	Chapter 3, Strength Finder Assessment, Activity 3 Questionnaire
<b>Apply communication strategies that recognize and respect the diversity of interprofessional healthcare teams.</b>	Chapter 7, Journal 5 and 6 Assignments

## Course Delivery

This is an online course offering. The course is delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).

## Required Texts and Materials

- The Interprofessional Health Care Team: Leadership and Development. D Weiss, F Tilin, M Morgan. 2018. ISBN: 978-284-11200-9.
- Strengths Finder 2.0. T Rath. 2007. ISBN: 978-1-59562-015-6.

## 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

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

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.

**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.

## Grading

### Evaluation and Grades

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

Assessment	Points of Total Grade
Self-Introduction Video	25
Journal Assignments	405
Team Project Outline	20
Strength Finder Assessment	40
Activity 3 TOPS Questionnaire	20
Project Group Discussion Boards	135
Team Project Member Evaluation	65
Team Project Summary Paper	100
Lecture Video Quizzes	90
<b>Total</b>	<b>900</b>

**This course is graded strictly on points NOT percentages. The amount of points you earn determines your grade in the course. I DO NOT ROUND UP GRADES at the end of the semester. It is your responsibility to keep track of the total course points you have accumulated in the course.**

## 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 = 810.00-900 points

B = 720.00-809.99 points

C = 630.00- 719.99 points

D = 540.00-629.99 points

F = 0-539.99 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

- Team Project
  - This project is a large percentage of your grade. Students will be placed in teams of 5. Each team must plan and organize a community service event that will occur prior to the end of the course.
  - Due to the current situation with COVID-19, teams will need to meet virtually with their team members throughout the course. Teams will need to be creative with the type of project they wish to complete.
  - The team gets to decide which community group will benefit from their service project.
  - The team also gets to decide what type of service project they would like to complete.
  - The team will submit an outline of the project, an update, and a project summary.
  - The team must inform Dr. White when and where the project will take place and must provide pictures and/or documentation of its completion.
  - The following are some possible examples of community service project. Teams may choose one of the following or they may develop their own idea. You do not need to raise money to be successful with this project. **Bake sales are not an option for this project.**

- Raising awareness about a certain organization, cause, or health related issue.
- A fundraiser to benefit an organization.
- A fundraiser to benefit those that are economically disadvantaged
- An event to benefit a nursing home/residents
- An event to benefit a domestic violence shelter

### **Individual Assignments**

- Self-Introduction Video 25 points
  - Introduce yourself to your classmates. Where are you from? Do you have siblings and/or pets? What is your major? What are your career goals? What do you hope to accomplish/learn in this class? What is your favorite movie? What is your favorite book? This video should be between 2-2.5 minutes in length.
  
- Video Participation: 90 points (10 points each)
  - Videos discussing the information of each chapter will be posted. Students are required to watch these videos.
  - There will be short quizzes regarding the content of these videos. Your grade for these quizzes is dependent on the percentage of video you watch and how you answer the questions. The new video software allows the instructor to see if you actually watched the videos or just skipped to the questions. If you just answer the questions without watching the videos, you will not receive full points for these assignments. So, for example, if you get 100% on the quiz but only watched 50% of the video, your score would be 7.5/10.
  
- Journal Assignment 1: 20 points
  - Complete Case Study: System Level Intervention. Chapter 1 Questions 1-2 (pg. 12)
  
- Journal Assignment 2: 30 points
  - Activity 1: How much of a team is your group? (pg. 53)
  - Activity 2: I and We (pg. 53)
  
- Journal Assignment 3: Chapter 6 (Answer the questions below.) (30 points)
  - Each student needs to complete the free Myers Briggs Personality test found at <http://www.my-personality-test.com/personality-type/?killsession>.
  - **Explain** (not just list) your personality type based on the MBTI assessment.

- Based on your Myers Briggs Type Indicator (MBTI) personality assessment, think about a recent incident in a group where you were “at your best” and another time you were “under stress”.
  - Explain the situations
  - How did you feel?
  - How did the other group members respond?
  - How can you use these insights to further develop your leadership skills?
  
- Journal Assignment 4: 50 points
  - Complete the Reflection: Who’s Got the Power? (pg. 83)
  - Complete the Reflection: Power Assessment (pg. 84)
  - Complete the Reflection: Kolb Learning Styles Summary (pg. 90)
  - Complete the Reflection: Self-Management-Mature Leader Reflection (pg. 91-92)
  
- Journal Assignment 5: 50 points
  - Complete the Reflection: Leadership Development (pg. 102-103)
  
- Journal Assignment 6: 30 points
  - Complete the Questions for Activity 2: Best Manager (pg. 108)
  
- Journal Assignment 7: 125 points
  - Complete the Questions/Activities for Activity 3: Leadership Learning Journey (pg. 108-115)
  
- Journal Assignment 8: 20 points
  - Complete the Reflection Questions: Daily Self-Sustaining Behaviors (pg. 155)
  
- Journal Assignment 9: 25 points
  - Complete the Reflection Questions: Staying in Person vs. Staying in Role (pg. 158)
  
- Journal Assignment 10: 25 points
  - Complete the Reflection Questions: First Impressions (pg. 159)
  
- TOPS: Team Orientation and Performance Survey: 20 points (pages 54-56)
  - This survey can help determine where the energy or the team is focused. When you fill this out, remember that this is your perception of the team. **Rank** the endings of

each sentence according to how well each ending describes your team. Enter a 4 for the sentence ending that best describes your team now, down to a 1 for the sentence ending that seems least like your team. For each row of the table there should only be one “1”, one “2”, one “3”, and one “4”. Be sure to read the instructions in the book on pages 54-56 and answer the questions.

- Team Project Member Evaluation – 65 points
  - In the table provided, please list your team members (including yourself) and assign the appropriate amount of participation in the completion of the project.
  
- Team Project Summary – 100 points
  - Provide a 2-3 page reflection paper on your team project. Each person in the group needs to submit their own individual reflection paper. The paper should have 1” margins (top, bottom, left, and right). The paper should be written using Calibri (Body) Font size 11 and double spaced.
  - Some topics to address include but are not limited to:
    - Did the project/event turn out as expected? Why or why not?
    - In retrospect, would you change anything about your project? If so, what?
    - What benefits did you observe as a result of your project?
    - Which individuals/groups were directly affected by your project and how did it affect them?
    - Did a leader emerge in your team and how/when did this occur?
    - What were your strengths and weaknesses as a team member?
    - What did you learn overall from this project as it relates to leadership and team development?

### **Discussion Board Assignments**

- Outline for Team Project Submitted on Group Discussion Board. **Each team only needs to submit 1 outline for the team.** 20 points
  - Write an outline for your team project. Address the following questions:
    - Who are the members of your team?
    - What type of project are you going to do?
    - Who does the project benefit?
    - Who is your contact person for the group you are benefitting?
    - When do you propose to complete your project?
    - Why did your group choose this particular project?

- Strength Finder Assessment: 40 points
  - Each student must complete the strength finder assessment found at <https://store.gallup.com/c/en-us/assessments> (Choose the Top 5 Clifton Strengths for \$19.99)
  - Each student must write a post in their group discussion board under the Strength Finder thread.
  - In your post, explain your top 5 Themes/Strengths. Then address the follow 4 questions/topics. Your answers to the questions should be specific to your strengths/themes. For example: “Being competitive is one of my top strengths. An example of my competitiveness is.....Because I am a competitor I know that I thrive in situations where I am challenged by my team members. I can add value to my team using my competitiveness to....Knowing that competition is one of my talents, in the future I plan to....” Then you will do the same thing for the rest of your strengths/themes.
    - How does this information help you better understand your unique talents?
    - How can you use this understanding to add value to your role?
    - How can you apply this knowledge to add value to your team?
    - What will you do differently tomorrow as a result of this report?
  
- Strength Finder Assessment Discussion Board Post: 20 points
  - For each member of your team, under their strength finder post, please comment on the following:
    - Are any of these strengths similar to your own?
    - How can you apply this knowledge (knowing their strengths) to add value to your team project in this course?
  
- Myers Briggs Personality Group Discussion Board: 20 points
  - Each member of the team needs to list their personality type. What are your personality characteristics and how can you use them to benefit your team in completion of your project (give specific examples)? What other personality type do you tend to work well with on team projects?
  
- Myers Briggs Group Discussion Board Response: 25 points
  - For each member of your team, under their personality posts, please comment on the following 3 topics:
    - How is your personality similar with their personality?
    - How does your personality differ from theirs?
    - Give a specific example of how you think their personality can benefit the team.



- Activity 4 SMART Goals: 50 points
  - Team Goal Setting on pages 56-57 should be completed on the discussion board as a team effort. Each team needs to clearly outline the SMART (specific, measurable, attainable, relevant, and time bound) goals of your project. I suggest for each category that you start a thread (one thread for specific, one for measurable, etc).
  - Please keep in mind that I need to be able to see how each individual contributed to the completion to be able to award to appropriate grade. I would suggest that you add an Explanation thread to the discussion board as well where you outline for me how each person contributed to the completion of the assignment.
  - Remember that this a discussion board format so for instance if one team member completes the Measurable thread and another team member wants to add something to it, just make a comment and I will be able to see the addition.
  
- Team Project Update: 20 points
  - **Each team only needs to submit 1 update for the team.**
  - Please give an update on your Team Project and address the following issues:
    - How has your project changed or transformed since the original proposal?
    - What type of obstacles has your team experienced while planning your project?
    - Is your completion date for your project the same? If it has changed what is the new date?

### **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 [kristi.white@angelo.edu](mailto:kristi.white@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**

Late work will not be accepted unless you have received permission from the instructor prior to the due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

## 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](#)<sup>1</sup>
- [Angelo State University Catalog](#)<sup>2</sup>

### Student Responsibility and Attendance

**ON-LINE:** 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 that 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.

### 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](#).<sup>3</sup>

### 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](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>4</sup> 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](mailto: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](#)<sup>5</sup> for more information.

## **Plagiarism**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>6</sup> 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](#).<sup>7</sup>

## **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](#)<sup>8</sup> 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 Miller, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.miller@angelo.edu](mailto:michelle.miller@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).

## Course Schedule Fall 2021

Week/Date	Topic/Assignments/Assessments DUE
<b>Week 1:</b> January 18-January 23	<p><b>Welcome!</b></p> <p><b>Due January 20<sup>th</sup> by 11:59 PM*</b></p> <ul style="list-style-type: none"> <li>● Review START HERE page</li> <li>● Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.</li> <li>● <b><i>Post Self-Introduction Video (25 points)</i></b></li> </ul> <p><b>Due January 21<sup>st</sup> by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>● <b><i>Journal Assignment 1 (20 points)</i></b> Complete Characteristics of Admired Leader Chapter 1 Questions 1-2</li> </ul> <p><b>Due January 23<sup>rd</sup> by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>● <b><i>Chapter 1 Lecture Video (10 points)</i></b></li> <li>● <b><i>Journal Assignment 2 (30 points)</i></b> Activity 1 and Activity 2</li> </ul>
<b>Week 2:</b> January 24-January 30	<p><b>Due January 26<sup>th</sup> by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>● <b><i>Chapter 2 Lecture Video (10 points)</i></b></li> <li>● <b><i>Outline for Team Project Submitted (20 points)</i></b></li> <li>● <b><i>Strength Finder Assessment</i></b> – Post on Group Project Group Discussion Board <b><i>(40 points)</i></b></li> </ul> <p><b>Due January 28<sup>th</sup> by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>● <b><i>Activity 3 TOPS Questionnaire (20 points)</i></b></li> </ul> <p><b>Due January 30<sup>th</sup> by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>● <b><i>Chapter 3 Lecture Video (10 points)</i></b></li> <li>● <b><i>Post Comments on Strength Finder Assessment</i></b> to Project Group Discussion Board <b><i>(20 points)</i></b></li> </ul>
<b>Week 3:</b> January 31- February 6	<p><b>Due February 2<sup>nd</sup> by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>● <b><i>Chapter 4 Lecture Video (10 points)</i></b></li> <li>● <b><i>Journal Assignment 3</i></b> – Personality Test <b><i>(30 Points)</i></b></li> <li>● <b><i>Post to Project Group Discussion Board (20 Points)</i></b></li> </ul> <p><b>Due February 4<sup>th</sup> by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>● <b><i>Chapter 5 Lecture Video (10 points)</i></b></li> <li>● <b><i>Project Group Discussion Board Activity 4 (50 points)</i></b></li> </ul>

Week/Date	Topic/Assignments/Assessments DUE
	<p>Due February 6<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Comment on Project Group Discussion Board (25 Points)</i></li> </ul>
<p><b>Week 4:</b> February 7-February 13</p>	<p>Due February 9<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Chapter 6 Lecture Video (10 points)</i></li> <li>• <i>Journal Assignment 4 (50 points)</i></li> </ul> <p>Due February 11<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Journal Assignment 5 (50 points)</i> Reflection pg. 117</li> </ul> <p>Due February 13<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Group Discussion Board Update on Project (20 points)</i></li> </ul>
<p><b>Week 5:</b> February 14-February 20</p>	<p>Due February 16<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Journal assignment 6 (30 points)</i> Activity 2 Best Manager</li> </ul> <p>Due February 18<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Journal 7 (125 points)</i> Activity 3 Leadership Learning Journey</li> </ul> <p>Due February 20<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Chapter 7 Lecture Video (10 points)</i></li> </ul>
<p><b>Week 6:</b> February 21-February 27</p>	<p>Due February 23<sup>rd</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Chapter 8 Lecture Video (10 points)</i></li> </ul> <p>Due February 25<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Chapter 9 Lecture Video (10 points)</i></li> <li>• <i>Journal 8 (20 points)</i></li> </ul> <p>Due February 27<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Journal 9 (25 points)</i></li> </ul>
<p><b>Week 7:</b> February 28-March 6</p>	<p>Due March 2<sup>nd</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Journal 10 (25 points)</i></li> </ul> <p>Due March 4<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Group Project Summary (75 points)</i></li> </ul>
<p><b>Week 8:</b> March 7-March 11</p>	<p>Due March 8<sup>th</sup> by 11:59 PM</p> <ul style="list-style-type: none"> <li>• <i>Group Project Members Evaluation (65 points)</i></li> </ul>

# 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.

## Student Learning Outcomes

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 specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Acquiring skills in working with others as a member of a team.
5. Learning to apply knowledge and skills to benefit others or serve the public good

## End of Syllabus

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<sup>1</sup> <https://www.angelo.edu/student-handbook/>

<sup>2</sup> <https://www.angelo.edu/catalogs/>

<sup>3</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>4</sup> <https://www.angelo.edu/services/disability-services/>

<sup>5</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>6</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>7</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>8</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>