

NUR 2324

Pathophysiology

Spring 2022



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Office Hours: Monday through Thursday 12- 1 PM, 3:30-5 PM or by appointment through collaborate

Course Information

Course Description

This course focuses on functional alterations in human health. Fifteen topics will be considered as broad concepts and individual and group work will focus on aligning specific clinical models in the context of the alterations. This course is designed for the nursing student in mind and as such relies on not only the expansion of basic knowledge but the application of this knowledge in a clinical sense.

Course Credits

(3-0-0)

Prerequisite and Co-requisite Courses

Biology 2423 (Anatomy), Biology 2424 (Physiology); minimum of C required on all coursework for consideration.

Biology 2411 (Elementary Microbiology) recommended; minimum of C required on all coursework for consideration.

Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing

Program Undergraduate Student Handbook should be reviewed before taking this course (<http://www.angelo.edu/dept/nursing/handbook/index.html>).

BSN Program Outcomes

Upon completion of the course of BSN study, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills, and decision –making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, to evaluate patient data, and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion and disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

Student Learning Outcomes

Upon completion of the course, the student will be able to:

1. To demonstrate knowledge in discerning normal function of organ systems compared to alterations in function.
2. To demonstrate knowledge in basic cellular mechanisms that contribute to groups of diseases in order to more aptly apply this knowledge in clinical settings.
3. To demonstrate knowledge in pathogenesis, criteria for diagnosis, signs and symptoms and treatment.
4. To demonstrate knowledge in clinical conditions having a genetic etiology which effect basic alterations in cellular function.
5. To demonstrate skill in finding/understanding evidence based medical information and to incorporate this knowledge within the context of providing appropriate healthcare.
6. To demonstrate knowledge in meeting safety considerations for the management of patients/patient materials in order to minimize risk within the context of providing appropriate patient care.

Idea Learning Outcomes

Upon completion of the course, the student will:

1. Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learn to apply course material (to improve thinking, problem solving, and decisions)

Course Delivery

This course will be presented in a face to face format with opportunity for extended/remedial learning via collaborate/ online. The course can be accessed through ASU's Blackboard Learning Management System.

This course will be taught using a concept approach and will focus on both individual and group work. Student centered learning will be the primary focus and will involve a number of activities including case studies, in class discussion and participation, concept map development and review. All aspects of this course is developed and is operational and accessible from blackboard (blackboard.angelo.edu¹).

Required Texts and Materials

Braun, C. A., & Anderson, C. M. (2017). Applied Pathophysiology: A Conceptual Approach to the Mechanisms of Disease (Third Edition- any edition will work/information is the same). Wolters Kluwer/Lippincott Williams & Wilkins

Neafsey, P. J. (2013). Case Mysteries in Pathophysiology (Second Edition). Morton Publishing

Recommended Texts and Materials

American Psychological Association. (2009). Manual of the American Psychological Association, 6th ed., 2nd printing.

Technology Requirements

To successfully complete the didactic face to face version of this course, students must be able to access blackboard as the instructor uses blackboard solely for course development, including assignments.

While exams are mostly in class, there may be an instance in which an exam might be delivered in online format. To successfully complete exams administered in this fashion, students must use lockdown browser and respondus monitor. Students must also be familiar with Blackboard collaborate as this is the means by which virtual classroom sessions for purpose of review will be held.

It is the student's responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the "**Technology Support**" tab from the Blackboard homepage (<http://www.blackboard.angelo.edu>¹). Then select "**Test your Browser**" option located under the Browser Test header.

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 (this represents a tentative schedule and should not be taken as absolute-any change from this will be communicated)

Note: Course schedules which itemize chapter readings and assignment follow beginning on page 15.

Week One

D10/January 24 (January 17 no class due MLK)

D20/January 19

Chapter 1

Reading assignment/ **Introduction to Pathophysiology**

Chapter 6

Reading assignment/ **Genetic and Developmental Disorders**

Week Two

D10/January 31

D20/January 26

Chapter 2

Reading assignment/**Altered Cells and Tissues**

Chapter 7

Reading assignment/ **Altered Cellular Proliferation and Differentiation**

Week Three

D10/February 7

D20/February 2

Begin Chapter 3

Reading assignment/**Inflammation and Tissue Repair**

Week Four

D20/February 9 (catch up week to line up with D10 section schedule)

Week Five

D10/February 14

D20/February 16

Exam One (chapters 1, 2, 6 and 7)

Week Six

D10/February 21

D20/February 23

Chapter 4

Reading assignment/ **Altered Immunity**

Chapter 8

Reading assignment/**Electrolytes**

Week Seven

D10/February 28

D20/March 2

Continue Chapter 8

Chapter 9

Reading assignment/ chapter 9-acid base

Week Eight

D10/March 7

D20/March 9

Exam Two (chapters 3, 4, 8-electrolytes, 9-acid base imbalance)

SPRING BREAK (March 14-18)

Week Nine

D10/March 21

D20/ March 23

Chapter 8

Reading assignment/ **Fluids section of chapter 8**

Chapter 18

Reading assignment/ **Altered Elimination**

Week Ten

D10/March 28

D20/March 30

Chapter 13

Reading assignment/ **Altered Hormonal and Metabolic Regulation**

Chapter 14

Reading assignment/**Regulation of reproduction**

Week Eleven

D10/ April 4

D20/ April 6

Chapter 20

Reading assignment/ chapter 20 **Integrated Pathophysiology Concepts-Diabetes I, II)**

Week Twelve

D10/April 11

D20/ April 13

Exam Three (chapter 8-fluids, chapter 18, chapter 13 and chapter 14)

Week Thirteen

D10/April 18

D20/ April 20

Chapter 15

Reading assignment /**Altered ventilation and diffusion**

Week Fourteen

D10/April 25

D20/ April 27

Chapter 16

Reading assignment/ chapter 16 (**Alterations in perfusion**)

Week Fifteen

D10/May 2

D20/ May 4

Select topics chapter 10 (clinical models- Cerebral palsy, multiple sclerosis, hydrocephalus, Parkinson's and Alzheimer's)

Select topics chapter 11 (fibromyalgia and migraine headaches)

Week Sixteen

D10/May 9 (3:30 to 5:30)

Dec 12/ May 11 (3:30 to 5:30)

Final Exam Comprehensive (50% chapters 20, 15, 16, 10, 12; 50% chapters from all other chapters)

Faculty will respond to email and/or telephone messages within 24 hours when message is delivered during working hours Monday through Friday and throughout the weekend. During the week, responses will be very quick but during the weekend, the response will be sometime during the weekend when emails are received.

All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. **The faculty member reserves the right to amend due dates for scheduled assignments. These usually work in the favor of the student**

in terms of time. However, it is the student's responsibility to stay on top of such notifications from the faculty member. If applicable, in your emails to the faculty member, include the course name and section number in your subject line.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Instructor communicates exclusively through blackboard email and announcements outside of face to face classroom communication. Instructor also follows up in announcement format, to all students, reminders of due dates, assignments, etc.

Grading

Evaluation and Grades

Course grades will be dependent upon meeting the learning objectives and completing activities of the course. Evaluation of student comprehension and application of learned concepts will take the form of examinations that include both multiple choice and short answer questions.

Final grades will be recorded as earned with no rounding of scores, according to policy set forth by the Nursing department and which is contained in the Nursing Student Handbook². Extra credit work will not be allowed. The weighting of class work is as follows:

Assessment	Percent/Points of Total Grade
Daily grades and homework	10
Exam one, two and three	60 (each 20%)
Final Exam /Comprehensive	30%
Total	100%

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 and Methods

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

Assignments for this class include case studies. These case studies are assigned to parallel the topics covered in class and affords students the opportunity to apply learnings in real life scenarios as presented by the case studies.

Note templates can be provided to help develop skill in study process. The note templates are designed to help students in re-synthesis of learning concepts in visual constructs to aid in learning and comprehension.

Review/ Diabetes includes a series of questions that help student conceptually understand the complexity of Diabetes in terms of its pathophysiology and how it relates to patient management. This assignment is used to prepare in advance for classroom activity/discussion.

Review/Endocrine includes a series of questions designed to help student conceptually understand the regulation of hormone production, the implication of error in this regulation in terms of patient health and how to manage care.

Review sessions after class will be scheduled, are not mandatory, but will be made available on a date to be determined. These review sessions will likely begin at 4 PM on a date that will be decided upon once the semester begins.

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 **jacqueline.brown@angelo.edu** let me know of the issue. Under no circumstance should you attempt to turn in an assignment to me via email. It will not be accepted. **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

Due dates and times for assignments are posted and made available through posted assignment documents. Failure to submit assignments on the assigned date will result in a 20-point deduction from earned grade. An additional 20 points will be deducted each subsequent day past the due date.

No papers or postings of any kind 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 Handbook¹](#)
- [Angelo State University Catalog²](#)
- [Undergraduate Nursing Student Handbook³](#)

Important University Dates

September 6 Holiday

November 24, 25 Thanksgiving

Student Responsibility and Attendance

All students are required to follow the policies and procedures presented in the Angelo State University Undergraduate Nursing Handbook, located on the Nursing website

<http://www.angelo.edu/dept/nursing/handbook/index.html>⁷

All students are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook located on the ASU website:
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate Catalog located on the ASU website
[https:// http://www.angelo.edu/catalogs/documents/catalogs/2015-16_Catalog.pdf](https://http://www.angelo.edu/catalogs/documents/catalogs/2015-16_Catalog.pdf)³
- ASU Nursing Program Undergraduate Student Handbook, located on the Nursing website
<http://www.angelo.edu/dept/nursing/handbook/index.html>

In order to complete this course successfully, you must participate in all course activities, including assignments, discussions in class, quizzes, exams and projects. Students are expected to engage in course activities and submit work by due dates and times.

For planning purposes, this course will probably require a minimum of 6-9 hours per week on average.

Testing Policy

All exams will be started at the same time.

Once the exam starts students will have a minimum of 2 hours in which to complete the exam.

Make up exams are difficult to schedule. If you must be absent from an exam due to illness, personal emergency etc, **you must notify me before test start time**. Any make up exam that is deemed appropriate to administer can take an alternate format. It is strongly encouraged that students make every attempt to take the exam on the date it is scheduled. When an exam is allowed for makeup purpose, it will be scheduled at the instructor's convenience. The instructor will make every attempt to re-schedule a time that works well for the student. However, if there are more than one student in this situation, both students will be scheduled at the same time/date.

Homework policy

All work must be turned in on the specified due date. Most of the time the homework will be submitted to assignment links in blackboard. I will announce through blackboard any deviation from this practice. Homework is assigned well in advance of a due date. Since most of the assignments are submitted through blackboard there should be very few reasons that justify late submissions.

I reserve the right to alter due dates and will do so with announcement in class/bb-email system. When I make changes, it is for the convenience of students.

Late homework policy

For every class day that an assignment is late, 20 points will be deducted from earned grade. If I receive an email from you prior to missing class, and an assignment was due to be turned into class as opposed to submission to blackboard, you will be allowed the next class date or Friday of the week you missed class to get the assignment turned in.

Missing assignments due to absence

If you must miss class, please email instructor in advance of class that will be missed. If email is received, any work that was missed can be made up. However, it is the student's responsibility to stay on top of missed work, not the instructor. Additionally, for planning purposes, this class will probably require a minimum of 3-6 study hours per week on average.

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 Day⁴ for more information.

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.⁵

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy⁶ 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 assignments, 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. All case study questions and all questions for reviews must have references included in APA format.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.⁷

Social Media Policy

No cell phone use in classroom.

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](#).⁸ 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](#)⁹ 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.

Nursing Weblinks

- [Board of Nursing for the State of Texas](#)¹⁰
- [BSN Student Resources](#)¹¹

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

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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.

NOTE: Course schedules are provided herein to include one specific for Section D10 and one for Section D20.

Course Schedule/D10 section

Week/Date	Chapters to Cover	Assignments/ due dates
One/January 24	Chapters one, six-read chapters by January 23	Assignment/ Case study 6.1,6.2 or 6.3 due January 30
Two/January 31	Chapters two, seven-read chapters by January 30	Assignment/Case study for 27- due February 6
Three/February 7	Chapter three-read chapter by February 6	Assignment/Case study 7 or 17 or 26- due February 20
Four/February 14	Exam one/chapter 1, 2, 6 and 7	
Five/February 21	Chapter four-read chapter by February 20 Chapter Eight/electrolytes reading assignment due February 20	Assignment case study 3- due February 27
Six/February 28	Chapter Nine/Acid Base Imbalance reading assignment due February 27	Assignment case study 6 or 28- due February 27
Seven/March 7	Exam Two/chapters 3, 4, 8- electrolytes and 9-acid base	
Spring Break	March 14-18	
Eight/March 21	Chapter eight-reading assignment/ fluids section /due March 20 Chapter 18/elimination reading assignment-due March 20	Assignment Case study 20- due March 27 Assignment Case study 8 or 10 - due March 27
Nine/March 28	Chapter thirteen-reading assignment-due March 27	Review questions endocrine - due April 3

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	Chapter fourteen-reading assignment-due March 27	
Ten/April 4	Chapter 20-reading assignment due April 3	Review questions diabetes- due April 10
Eleven/April 11	Exam Three (chapters 8 fluids, 18, 13 and 14)	
Twelve/April 18	Chapter 15 -reading assignment-due April 17	Assignment case study 1 or 9- due April 24
Thirteen/April 25	Chapter 16-reading assignment-April 24	Assignment case study 11 or 15 or 24- due May 1
Fourteen/May 2	Select topics (chapter 10)-reading assignment due May 1 Select topics (chapter 11)-reading assignment due May 1	No case studies No assignments due
Fifteen/May 9	Final Exam (50% chapters 20, 15, 16, 10, 12 and 50% all other chapters for semester)	3:30 to 5:30 PM

Course Schedule/Pathophysiology D20 Spring 2022

Week/Date	Chapters to Cover	Assignments/ due dates
One/January 19	Chapters one, six-read chapters by January 18	Assignment/ Case study 6.1,6.2 or 6.3 due January 25
Two/January 26	Chapters two, seven-read chapters by January 25	Assignment/Case study for 27- due February 1
Three/February 2	Chapter three-read chapter by February 1	Assignment/Case study 7 or 17 or 26- due February 22
Four/February 9	Catch up week for D20	
Five /February 16	Exam one/chapter 1, 2, 6 and 7	
Five/February 23	Chapter four-read chapter by February 22 Chapter Eight/electrolytes reading assignment due February 22	Assignment case study 3- due March 1
Six/March 2	Chapter Nine/Acid Base Imbalance reading assignment due March 1	Assignment case study 6 or 28- due March 1

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Seven/March 9	Exam Two/chapters 3, 4, 8-electrolytes and 9-acid base	
Spring Break	March 14-18	
Eight/March 23	Chapter eight-reading assignment/ fluids section /due March 22 Chapter 18/elimination reading assignment-due March 22	Assignment Case study 20- due March 29 Assignment Case study 8 or 10 - due March 29
Nine/March 30	Chapter thirteen-reading assignment-due March 29 Chapter fourteen-reading assignment-due March 27	Review questions endocrine - due April 5
Ten/April 6	Chapter 20-reading assignment due April 5	Review questions diabetes- due April 12
Eleven/April 13	Exam Three (chapters 8 fluids, 18, 13 and 14)	
Twelve/April 20	Chapter 15 -reading assignment-due April 19	Assignment case study 1 or 9- due April 26
Thirteen/April 27	Chapter 16-reading assignment-April 26	Assignment case study 11 or 15 or 24- due May 3
Fourteen/May 4	Select topics (chapter 10)-reading assignment due May 1 Select topics (chapter 11)-reading assignment due May 3	No case studies No assignments due
Fifteen/May 11	Final Exam (50% chapters 20, 15, 16, 10, 12 and 50% all other chapters for semester)	3:30 to 5:30 PM

Grading Rubrics

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. Learning to apply course material (to improve thinking, problem solving, and decisions)

End of Syllabus

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

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/dept/nursing/handbook/index.php>

⁴ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

⁵ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

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/services/disability-services/>

⁹ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

¹⁰ <https://www.bon.texas.gov/>

¹¹ https://www.angelo.edu/dept/nursing/student_resources/undergrad_info.php