

4372-D20

Social Work Field Education II

Spring 2022



Instructor: Chelsea Kading, LCSW

Email: chelsea.kading@angelo.edu

Phone: 325-486-5450

Office: 120D

Office Hours: Tuesday/Thursday 11-2, Wednesday 12-4

Meeting time: Mondays at 6pm OR Thursdays at 2pm via WebEx week 1. Link located under Course Delivery Information

Course Information

Course Description

The social work field education experience is paramount to the development of social work students. Field education is a central form of instruction and learning in which professional socialization occurs, and the field experience builds upon SWK 4371 Social Work Field Education I. This course has two parts that occur concurrently. Part I of the course is what is called a field education seminar. During this part of this course, students will meet with the instructor for one hour a week during the semester. In the field education seminar, you will receive your agency and class assignments, review the field education requirements, make contact with your agency supervisor, develop your learning plan, and review the NASW Code of Ethics.

Part II of the course is the actual field education experience. As stated in the SWK 4372 Social Work Field Education II course description, students are required to complete 250 hours; 15 hours of classroom education and 235 hours of supervised experience at their assigned agency site. **** DUE TO COVID-19, THERE IS AN HOUR REDUCTION TO 185 TOTAL SPRING 2022**

HOURS. 170 IS AGENCY HOURS AND 15 ARE SEMINAR HOURS FOR THE SPRING 2022

SEMESTER. ****** It is during the supervised field experience where students learn to integrate theoretical and conceptual knowledge learned in the classroom with practical experience of doing generalist social work. This is a time when social work students are allowed to put to use the knowledge learned, practice the skills, and exercise the values/attitudes that they have

discussed and learned in the classroom. Students are required to meet with their agency supervisor for at least one (1) hour each week; additional meetings may be necessary depending on the agreements between the student and the student's agency supervisor. Attendance in field seminar is necessary and will result in a failing grade if you do not attend seminar each week.

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

This course is restricted to BSW majors. A grade of "C" or higher is required in all social work courses, good academic standing as a senior in the Social Work program, and the permission of the Social Work Program Director and Social Work Field Education Director.

Prerequisite Skills

SWK 4371-Field Education 1 is a prerequisite to this course. SWK 4373-Practice III is a corequisite of this course.

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the class and the social work department.

Program Outcomes

Upon completion of the program of study for the social work program, the graduate will be prepared to:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings

at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand

theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Competency 1-9	Final Evaluation	
Competency 1-9	Midterm Evaluation	

Course Delivery

This is an online course with learning resources and supplemental materials posted in Blackboard. This course has a mandatory meeting date of each **Thursday at 2pm or Mondays at 6pm via WebEx**. The course room will lock 5 minutes after class starts and you will not be granted access resulting in an absence. You must have no more than one seminar absence to pass the course and missing seminar will also result in hours NOT being approved. **This is not optional and there are no considerations due to CSWE guidelines.**

Webex Link for seminars:

Chelsea Kading's Personal Room

<https://angelostate.webex.com/meet/ckading> | 806346178

Join by video system

Dial ckading@angelostate.webex.com and enter your host PIN 4680 .

You can also dial 173.243.2.68 and enter your meeting number.

Join by phone

+1-415-655-0001 US Toll

Access code: 806 346 178

Required Texts and Materials

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN: 978-1-4338-3216-1

NASW Code of Ethics

Required Readings:

Field education Manual

NASW Code of Ethics

Code of Conduct

Scope of Practice

TBSWE Rules

NASW Guidelines for Social Work Safety in the Workplace

NASW Standards for Cultural Competence in Social Work Practice

Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice

NASW Standards for Social Work Case Management

NASW Best Practice Standards in Social Work Supervision

Managing Clients Who Present with Anger

NASW Standards and Guidelines for the area(s) related to your field agency setting

Field Education Agency Policy & Procedures

Pertinent Federal, State, & Local policies

Evidenced-based practice/best practice research articles

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Recommended Texts and Materials

Barker, R. L. (2013). The social work dictionary (6th ed.). Washington, DC: NASW Press.
ISBN: 978-0-87101-447-4

Technology Requirements

To successfully complete this course, students need to have access to the following:

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

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

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.

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, Webex, etc

Grading

Evaluation and Grades

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

Assessment	Percent/Points of Total Grade
Learning Contract	20
Midterm Evaluation	30
Final Evaluation	40
Video Presentation	10
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

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

Completed Professional Development Plan/Learning Contract and Schedule **20%**

By the third (3rd) week of the course, students will submit a completed Professional Development Plan/Learning Contract as well as a completed Schedule form to the Social Work Field Education Liaison. The professional development plan/learning contract will detail the specific work assignments and activities through which students will achieve each of the practice behaviors. This document will need to be signed by the student, the student’s Field Instructor first, and then by the Social Work Field Education Liaison or Director.

Students will also attach their agency’s job description for their position or the most similar position to a social worker. You will utilize your job description to assist you in developing activities to meet your learning objectives. Be as specific as possible. As an undergraduate generalist social work student, your learning goals should reflect efforts to demonstrate skills in each practice behavior as stated by the Council on Social Work Education (CSWE) and the Social Work Program at Angelo State University. These learning goals will become the basis for evaluating your accomplishments and performance during your Field Education experience.

The student is the main author of the learning plan. The field instructor will provide minimal assistance and guidance, and final acceptance of the plan/contract. The Field Instructor is not to complete this document. Students are expected to struggle with this and learn in the process of creating it. This document will need to be signed by the

student, the student's Field Instructor first, and then by the Social Work Field Education Liaison or Director.

Mid-Term Evaluation

30%

By the end of the 7th week of the course, students and Field Instructors will collaboratively complete a mid-term evaluation of the student's practice knowledge, values, attitudes, and skills. **In order to promote self-evaluation, students will first independently complete an evaluation. This evaluation will be submitted to the Field Instructor.** Student and Field Instructor will then complete the evaluation collaboratively. The completed evaluation will be submitted to the Social Work Field Education Liaison via InPlace.

The Field Instructor will recommend a grade for the student on this document. The ***Social Work Field Education Liaison will ultimately assign the grade to the student considering all relevant factors presented in this syllabus.*** This is completed in InPlace.

Students are required to address NASW Code of Ethics each week in supervision. If a student has not initiated a discussion of at least one ethical standard from NASW Code of Ethics each week during supervision, the student's mid-term evaluation grade will be lowered 10 points.

Final Evaluation

40%

By the end of the 14th week in the course, students and Field Instructors will collaboratively complete a mid-term evaluation of the student's practice *knowledge, values, attitudes, and skills*. **In order to promote self-evaluation, students will first independently complete an evaluation. This evaluation will be submitted to the Field Instructor.** Student and Field Instructor will then complete the evaluation collaboratively. The final evaluation will be submitted to the Social Work Field Education Liaison.

The Field Instructor will recommend a grade for the student on this document. The ***Social Work Field Education Liaison will ultimately assign the grade to the student considering all relevant factors presented in this syllabus.*** This document will need to be signed by the student, the student's Field Instructor, and by the Social Work Field Education Liaison or Director and is completed in InPlace.

Students are required to address NASW Code of Ethics each week in supervision. If a student has not initiated a discussion of at least one ethical standard from NASW Code

of Ethics each week during supervision, the student's final evaluation grade will be lowered 10 points.

By the day of the final site visit meeting (usually during weeks 14 & 15), students and Field Instructors will collaboratively complete a final evaluation of the student's practice knowledge, values, attitudes, and skills. In order to promote self-evaluation, students will first independently complete an evaluation. This evaluation will be submitted to the Field Instructor (no later than the end of the 6th week, but depending on the day of the site visit, it may need to be completed earlier). Student and Field Instructor will then complete the evaluation collaboratively. The completed evaluation will be submitted to the Social Work Field Education Liaison. This document will need to be signed by the student, the student's Field Instructor first, and then by the Social Work Field Education Liaison or Director.

Video Presentation

10%

Students will create a "behind the scenes" video of their agency. It is essential that you become familiar with various technology during your career. This video should give a view into your world at your agency. What does a day at your agency look like for you? Be sure NOT to include any people in your video without consent and **do NOT include clients under any circumstances.** You will be the voiceover telling me what I am seeing in this video. This video should be approx. 5 minutes long.

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 chelsea.kading@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

Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in ZERO. No papers or postings will be accepted without instructor pre-approval.

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](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

This is relevant to attendance and engaging in class activities, including frequency and quality. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

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](#).³

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](#).⁴ 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](#)⁵ for more information.

Plagiarism

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

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](#)⁸ 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 Spring 2022

Week/Date	Topic/Assignments/Assessments DUE
Week 1: Jan 18-23	Welcome! <ul style="list-style-type: none"> • Course Orientation • Discussion Topic: Review of NASW Code of Ethics; code of conduct; scope of practice; First week at agency
Week 2: Jan 24-30	<ul style="list-style-type: none"> • Field Seminar
Week 3: Jan 31-Feb 6	<ul style="list-style-type: none"> • Learning Contract DUE Sunday at 11:59pm • Field Seminar
Week 4: Feb 7-13	<ul style="list-style-type: none"> • Field Seminar
Week 5: Feb 14-20	<ul style="list-style-type: none"> • Field Seminar
Week 6: Feb 21-27	<ul style="list-style-type: none"> • Field Seminar
Week 7: Feb 28-Mar 6	<ul style="list-style-type: none"> • Field Seminar
Week 8: Mar 7-13	<ul style="list-style-type: none"> • Field Seminar • Mid Term Evals Due
Week 9: Mar 14-20	<ul style="list-style-type: none"> • Field Seminar
Week 10: Mar 21-27	<ul style="list-style-type: none"> • Field Seminar
Week 11: Mar 28-Apr 3	<ul style="list-style-type: none"> • Field Seminar • Video Due
Week 12: Apr 4-10	<ul style="list-style-type: none"> • Field Seminar
Week 13: Apr 11-17	<ul style="list-style-type: none"> • Field Seminar
Week 14: Apr 18-24	<ul style="list-style-type: none"> • Field Seminar
Week 15: Apr 25-May 1	<ul style="list-style-type: none"> • Final Evals Due Sunday at 11:59pm

Week/Date	Topic/Assignments/Assessments DUE
Week 16: May 2-8	<ul style="list-style-type: none"> Field Seminar

all due times are 11:59 pm CST, unless otherwise specified

Grading Rubrics

See grading system information

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.

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>