SWK 6373-D10
Advanced Social Work Field Seminar and Practicum I
Spring Semester 2022

Instructor: Samuel C. Gallander, MSW, LCSW

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Phone: 325-486-6135
Office: Office 318Y or Virtual
Office Hours: By appointment or 10:00 a.m. to 12:00 p.m. Monday-Friday, No office hours Wednesday.
Date and Time of Collaborate Session: Wednesday at 6pm

Course Description

A supervised field education experience of at least 250 hours in an approved agency appropriate to social work; fosters the integration of classroom knowledge, values, and ethics with practice-based knowledge that seeks to increase practice skills and promotes professional competence.

The social work field education experience, sometimes called "field education," "practicum," "internship," and so forth is paramount to the development of social work students. The field education experience is a central form of instruction and learning in which professional socialization occurs, and the field experience builds upon the core social work curriculum (junior year). 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 students receive their agency and class assignments, review the field education experience requirements, make contact with their agency supervisor, develop a learning plan, and review the NASW Code of Ethics.

Part II of the course is the actual field education experience. Students are required to complete 250 hours. It is during the supervised field education 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. During the second portion of the course, 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.

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

SWK 6361 and SWK 6369

Prerequisite Skills

An understanding of human behavior theories, social work competencies, values, ethics, and skills needed for work at the micro, mezzo, and macro levels of advanced generalist practice. Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes

Upon completion of the program of study for the MSW program, the graduate will be prepared to: engage, assess, intervene, and evaluate client and/or macro level service to improve outcomes.

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: Demonstrate Ethical and Professional Behavior	Field Evaluation	A1.2 Demonstrate professional and ethical social work conduct in all levels of practice.
Competency 2: Engage Diversity and Difference in Practice	Field Evaluation	A2.2 Apply self- awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Field Evaluation	A3.1 Demonstrate effective and diplomatic skills in advocacy.
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Final Evaluation	A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)

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 5: Engage in Policy Practice	Final Evaluation	A5.3 Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Final Evaluation	A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Final Evaluation	A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Final Evaluation	A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Final Evaluation	A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome.

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System

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Recommended Texts and Materials

Birkenmaier, J. M. Berg-Weger, M. (2018). The Practicum Companion for Social Work:
Integrating Class and Fieldwork, 4th ed. Pearson.   ISBN-13: 978-0-13-378348-3

American Psychological Association. (2010). *Publication manual of the American Psychological
Association* (6th ed.). Washington, DC: Author.   ISBN: 978-1-4338-0561-5

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

Required Readings:
Field education manual
NASW Code of Ethics
Texas Board of Social Work Examiners webpage
Texas Board of Social Work Examiners (TBSWE) Code of Conduct
TBSWE 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 (6th ed.)2nd Publication.*

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Technology Requirements

Testing via Respondus™ Monitor

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

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

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

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

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

Topic Outline

Varies but relates to the Scope of Practice, NASW Code of Ethics, Field Practicum experiences, and ethical dilemmas, and additional class discussions.

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.

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- *Please note that emails received after 6 p.m. will be answered the following morning.*

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading

Evaluation and Grades

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

Assessment	Percent/Points of Total Grade
Timesheets/Supervision Logs	0
Completed Learning Plan	20
Biweekly writings	20
Mid-Term Evaluation	20
Final Evaluation	40
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

        F = 79.99-0 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,

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researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

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

Learning Contract and Schedule   **20%**

By class time of 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.

Time Sheets/Supervision Log   **0%**

- You will submit a filled out time sheet form and supervision log each week that records the quantity of hours that you completed in your field education experience each week.
- In order for any time-sheet to be accepted and included for cumulative hours, each time-sheet will have to meet the following criteria:

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- Signed and dated original by both student and field instructor
- Minimum of 1 hour of supervision documented for that week
- Must meet the minimum hours per day as specified in Field Manual
- Enter time accurately. Do not round.
- <u>Review guidelines on originals and copies</u>

Written submissions   **20%**

Students will submit a report about their experience at their field agency during each week in which hours for field education were accrued. These reports can take the form of a summary, a process recording, a letter of advocacy, or sections of the integrated paper. The course schedule will determine which type of assignment is due any given week.

Assignments will include discussion of student activities during the week

1. skills learned or practiced
2. information learned
3. ethical issues
4. trainings
5. meetings
6. contact with clients
7. conflicts
8. supervision
9. self-reflection and self-assessment of their performance
10. sentinel events
11. any other pertinent information.

Required elements: Students will include a reference to and discussion of how their field experience during the applicable week relates to all the requirements:

1. NASW Code of Ethics/scope of practice

2. Apply a competency/practice behavior

3. Apply a Code of Conduct/or policy (federal/agency)

4. Minimum of 1 peer-reviewed social work journal article with an emphasis on evidenced based practice. Students may also provide research on best practices, additional information on the population, problem being faced, agency, intervention, assessment, etc. This article cannot be reused from some other aspect of a Field Education or social work assignment. *In essence, the article should answer the questions- "Why are you, or the staff of your agency, or your agency as a whole engaging in a particular practice, program, or project? How do you know your interventions and assessments are effective?"*

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Scoring will be based on the instructor's assessment of student's introspection, insight, and effort. Potential scores are as follows: 100 for assignment that fully meets necessary requirements, 60 for assignment completed but does not fully meet expectations, and 0 for assignment not submitted or evidences an absence of effort to achieve any of the above goals.

- Summary: Summarizes on a daily basis the activities of the student to include any of the above pertinent aspects.

Mid-Term Evaluation   20%

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. 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.

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 after being reviewed by all parties.

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, the final evaluation will be submitted to the Social Work Field Education Liaison after field instructor completion and student acknowledgement.

The Field Instructor will provide 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

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the student, the student's Field Instructor, and by the Social Work Field Education Liaison or Director after being reviewed by all parties.

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 **samuel.gallander@angelo.edu** and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule of this syllabus or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 0. No assignments will be accepted past the due date, unless evidence of a university approved excuse is provided to instructor.

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 class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an

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

<mark>Note</mark>: This course utilizes Collaborate to engage in role plays, case study, and interaction. **Attendance is mandatory.**

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

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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.

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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.

Facial Covering Policy

The Texas Tech University System has implemented a mandatory Facial Covering Policy to ensure a safe and healthy campus experience. Current research on the COVID-19 virus suggests that there is a significant reduction in the potential for transmission of the virus from person-to-person by wearing a mask/facial covering that covers the nose and mouth areas. Because of the potential for transmission of the virus, and to be consistent with the University's requirement, students on campus are to wear a mask/facial covering. Observing safe distancing

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practices while on campus by spacing out and wearing a mask/facial covering will greatly improve our odds of having a safe and healthy campus experience.

Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.

For religious or any other exemption-related questions, students should contact the Office of Student Affairs.

Food and Drink Policy

Due to COVID-19, there will be no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1: Jan 18-23	**Review Syllabus** Review of NASW Code of Ethics; code of conduct; scope of practice **First week at agency**
Week 2: Jan 24-30	Process week 1 field experience
Week 3: Jan 31-Feb 6	Field Discussion **Due: Learning Contract Sunday eod**
Week 4: Feb 7-13	Group work, ethical dilemmas
Week 5: Feb 14-20	Field Agency policies and procedures **Agency Summary DUE**
Week 6: Feb 21-27	Reading: Practicum Companion Chapter 7 Discussion of Chapter, process week 5 field experience

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Week/Date	Topic/Assignments/Assessments DUE
Week 7: Feb 28-Mar 6	Group Work Lecture Topic: Field Agency, ethical dilemmas **Midterm Evaluations/Site Visits**
Week 8: Mar 7-13	Reading: Practicum Companion Chapter 8 open discussion **Midterm Evaluations/Site Visits**
Week 9: Mar 14-20	Lecture Topic: Field Agency, policies and procedure, ethical dilemmas
Week 10: Mar 21-27	Process week 9 field experiences
Week 11: Mar 28-Apr 3	Group Discussion **Task Summary Due**
Week 12: Apr 4-10	Lecture Topic: Open Discussion
Week 13: Apr 11-17	Lecture Topic: Field Agency, policies and procedure, ethical dilemmas
Week 14: Apr 18-24	Open Discussions **Final Evaluations**
Week 15: Apr 25-May 1	Course Evaluations Due and Agency evaluations **Due: Comprehensive Summary**
Week 16: May 2-8	**All time sheets, Supervision Logs, and Evaluations are due (for Week 15)**

Grading Rubrics

Scoring rubric for weekly written assignments:

100	Includes the appropriate heading
	Logical formatting
	Turned in on-time

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	The written product provides the instructor with sufficient and appropriate information about the student's activities related to field education experience for the assigned week.
	All required elements are included
	All required elements are identified (e.g., Code of Conduct (8) "A social worker shall be responsible for setting and maintaining professional boundaries.") and the student's discussion is an appropriate description of how their field experience satisfied/fulfilled/related to that required element.
60	Does not include the appropriate heading
	Turned in 1-3 days late (if accepted by instructor)
	The written product does not provide the instructor with sufficient information about the student's activities related to field education experience for the assigned week. (i.e., The instructor could not intelligently discuss the student's activities, skills learned or practiced, information learned, ethical issues, trainings, meetings, contact with clients, conflicts, supervision, self-reflection and self-assessment of their performance, sentinel events, or any other pertinent information in an informed manner.
	1-2 of the required elements are omitted
	The instructor cannot identify the required element from the student's presentation.
	The student's discussion of how their field experience satisfied/fulfilled/related to a required element does not, in fact, satisfy/fulfil or relate to the required element as described (e.g., the student identifies consultation from TBSWE Scope of Practice, but then goes on to discuss the practice of supervision).

0	The written product is absent
	The written product provides the instructor with little to no insight into the student's activities during the week
	3 or more of the required elements are omitted.

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Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.
Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

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[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

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[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

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