

NUR 6312

Evidence-based Practice and Theory for Advanced Nursing

Spring 2022



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Office: Virtual

Office Hours: By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.

Time Zone: All due dates and times in this syllabus are Central Standard Time (CST)

Course Information

Course Description

This course focuses on the nursing knowledge synthesis and application of research evidence into best practice. Theoretical constructs that guide nursing research and inform nursing practice are explored.

Course Credits

Three Semester Credit Hours (3-0-0)

Prerequisite / Co-requisite Courses

NUR 6323

Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU [Graduate Nursing Student Handbook](#)ⁱ should be reviewed before taking this course.

Program Outcomes

Upon completion of the program of study for the MSN Program, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a master's prepared nurse

Student Learning Outcomes

Student Learning Outcome by completing all course requirements, students will be able to:	Assessment(s) or activity(ies) validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to MSN Essentials	Mapping to NONPF Core Competencies
1. Integrate models and theories from nursing and related sciences into evidence-based advanced nursing practice.	<ul style="list-style-type: none">• Concept Map• Nursing Theory Summary• Discussion Boards	1, 9	1.1, 4.1	SF2
2. Explore concepts of evidence-based practice and theory as they relate to the role of the nurse in an advanced practice role.	<ul style="list-style-type: none">• Application of Theory in Nursing Research Table• EBP Model Summary• Nursing Theory Summary	1, 3, 9	1.1, 3.4, 9.11	SF2
3. Evaluate outcome data to identify a clinical or education problem impacting patient or student outcomes.	<ul style="list-style-type: none">• Needs Assessment Tool• Concept Map• Synthesis of Evidence Tables• Synthesis Paper	1, 3, 5, 9	1.6, 3.1, 5.2, 9.1, 9.4	PI4

Student Learning Outcome by completing all course requirements, students will be able to:	Assessment(s) or activity(ies) validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to MSN Essentials	Mapping to NONPF Core Competencies
	<ul style="list-style-type: none"> Discussion Boards 			
4. Apply appropriate strategies to identify relevant evidence from selected sources to guide evidence-based advanced nursing care.	<ul style="list-style-type: none"> Needs Assessment Tool Concept Map Synthesis of Evidence Tables 	4, 7	4.3, 7.3	SF3, PI6
5. Perform rigorous critique of evidence derived from databases to determine level and quality of evidence for nursing practice.	<ul style="list-style-type: none"> Synthesis of Evidence Tables 	4, 9	4.6, 9.4	SF1, SF3, PI4, PI6
6. Integrate level and quality of evidence, health care resources, clinical judgement, and patient concerns and preferences when making “best practice” recommendations.	<ul style="list-style-type: none"> Synthesis Paper Best Evidence Presentation and Practice Recommendation Discussion Board 	1, 2, 4, 7, 9	1.5, 2.1, 4.1, 4.3, 4.4, 4.6, 6.4, 7.3, 9.4	SF3, PI1, PI4
7. Disseminate to stakeholders synthesized best evidence to improve practice and associated patient or student outcomes.	<ul style="list-style-type: none"> Best Evidence Presentation with Practice Recommendation 	2, 3, 4, 5, 6, 7, 9	2.2, 2.4, 3.2, 4.3, 4.4, 5.5, 5.6, 6.4, 7.3, 7.4, 9.4, 9.12	SF3, PI1, PI4, PI5

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](#)ⁱⁱ

Required Texts and Materials

1. Melynk, B., & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing and healthcare* (4th ed.). Lippincott
2. McEwen, M., & Willis, E. (2019). *Theoretical basis for nursing* (5th ed.). Philadelphia: Lippincott.
3. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
<https://doi.org/10.1037/0000165-000>

Recommended Texts and Materials

1. Grove, S.K., Burns, N., & Gray, J.R. (2017). *The practice of nursing research: Appraisal, synthesis, & generation of evidence* (8th ed.). Elsevier

Technology Requirements

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

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

Topic Outline

Week	Topic
Week 1	Introduction to Evidence Based Practice and Nursing Theory
Week 2	Identifying Evidence Based Practice Problems
Weeks 3-5	Nursing and Shared Theories
Week 6	Searching the Literature for Best Evidence
Week 7	Critically Appraising the Evidence
Week 8	Synthesizing the Evidence
Week 9	Best Evidence and Evidence Based Practice Models
Weeks 10-11	Leading for Transformation
Weeks 12-13	Disseminating the Findings
Weeks 14-16	Putting Evidence into Action

Grading

Evaluation and Grades

The table below contains the assessments employed and how they will be graded in this course.

Graded Activities	Percent of Overall Course Grade
Needs Assessment Tool	5%
Concept Map	10%
Nursing Theory Summary	10%
Synthesis of Evidence Tables	10%
EBP Model Summary	10%
Synthesis Paper	20%
Best Evidence Presentation with Practice Recommendations	20%
Discussion Boards (5 at 2% each)	10%
Student Reflection About Learning Experiences Based on Student Learning Outcomes	5%
Mid-term Course Survey and IDEA End of Course Survey	2 extra points for completion
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 percent

B = 80.00-89.99 percent

C = 70.00-79.99 percent

F = <70.00 (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. Examples of learning strategies used in this course include readings, discussion forums, writing assignments, and journaling.

Assignment and Activity Descriptions

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

Discussion Board Activities: Discussion Boards provide an avenue for synthesis of material / information. A discussion board is provided in this course as a way to help students' process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assignments and support individual answers with evidence-based findings.

Needs Assessment Tool: This tool will help the student begin to engage in the evidence-based practice process. The student will collaborate with a mentor to identify a focal problem for the evidence-based practice project. The student/mentor collaboration will help the student identify background information about the problem, gather internal and external data supporting the problem exists, begin the search for literature about the identified problem, and formulate the PICOT question to complete the Needs Assessment Tool.

Concept Map: Concept maps help students visually organize data to define relationships among concepts. The student will construct a concept map for the EBP project displaying the concepts and relationships among the problem identified, PICOT question, key stakeholders, evidence of the problem, impact/significance, proposed change, expected outcomes following change implementation, and a selected nursing theory using a non-linear graphic.

Nursing Theory Summary: The student will select a nursing theory to serve as the theoretical framework for the EBP project. The student will provide a description of the basic premise of the selected nursing theory and describe how the nursing theory relates to and guides a solution to the PICOT question and identified problem for the EBP project.

Synthesis of Evidence Tables: In developing these tables, students will engage the process of searching academic databases for "Best" evidence in published literature and begin organizing selected evidence according to the level of evidence and desired outcome and synthesizing that evidence towards resolving an identified nursing problem.

EBP Model Summary: The student will select an EBP Model to guide the implementation of the EBP project. The student will provide a description of the basic premise of the selected EBP Model and describe how the EBP Model will help guide the implementation and sustainability of the EBP project.

Synthesis Paper: In writing this paper, students will present a critical analysis of the current literature related to an identified clinical problem and evidence-based solutions to this problem.

Best Evidence Presentation with Practice Recommendations: Students will design a professional presentation regarding the Evidence-Based Practice project.

Student Reflection about Learning Experiences Based on Student Learning Outcomes: For each of the Student Learning Outcomes, the student will provide an example of how the Student Learning Outcomes were met during the semester providing a short reflection about what was learned, how the learning has impacted your nursing career currently, and how you will use the learning in future practice.

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 tammy.stafford@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 in the course schedule. Failure to submit your assigned work will result in a zero (0) for the assignment. No papers or postings will be accepted more than six (6) days past the assigned due date. Non-submitted items do not qualify under revision/re-do allowances as noted in the **Grading System** above assignments on the assigned date will result in a five percent (5 %) deduction for each day after the posted deadline.

General Policies Related to This Course

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

- [Angelo State University Student Handbookⁱⁱⁱ](#)
- [Angelo State University Graduate Catalog^{iv}](#)
- [Graduate Nursing Student Handbook^v](#)

Student Responsibility and Attendance

This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in

course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation.

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](#).^{vi}

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](#).^{vii} 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

Communication

Faculty will respond to email and/or telephone messages within 36 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 or Collaborate.

Netiquette

The online setting of our course promotes the advancement of knowledge through positive and constructive discussion. Professional netiquette should be used when communicating with students and faculty online, including discussions and emails. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Students should be timely in their online communication and should ensure to post discussion responses and replies on time. Students should not discuss confidential information in discussion responses and replies. The absence of face-to-face interaction increases the likelihood of misinterpretation. Avoid using offensive language, excessive exclamation points, all caps, humor and sarcasm, acronyms, emoji's, and slang. Watch your "tone"- it can be very easy to misinterpret someone's meaning online. Never write anything that you would not want posted on the wall of a face-to-face classroom. Recognize and value the experiences, abilities, and knowledge each person brings to class. Remember that there is a real live person to be treated with respect at the other end reading your posts and emails. If you disagree with ideas, state opposing argument in a diplomatic and respectful manner. Think about what you have written before you submit it. Be concise, use appropriate formatting, proofread and spell check your message.

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](#)^{viii} for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)^{ix} 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](#).^x

Academic Calendar

Students are responsible for adhering to all dates set forth in the [ASU Academic Calendar](#)^{xi} for the semester.

Special Notes:

- a) If you are graduating this semester, please make sure you complete your application for graduation.
- b) If you are taking the Comprehensive Exam this semester, please register for this exam.
- c) Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester
[Drop an online class](#)^{xii}
[Withdraw from school](#)^{xiii}
- d) Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

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](#)^{xiv} for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report Incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Disclaimer

Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone's ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other's works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to "indoctrinate" you into any particular point of view, persuade you to adopt any specific position, or even "challenge" your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1—1/18-1/23	Module 1—Introduction to Evidence Based Practice and Nursing Theory <ul style="list-style-type: none"> • Discussion Board #1 Let's Reconnect <ul style="list-style-type: none"> ○ Personal Post---Due 1/19/2022 by 11:59 pm • Discussion Board #2 Personal View of Nursing Metaparadigm <ul style="list-style-type: none"> ○ Personal Post—Due 1/20/2022 by 11:59 pm ○ Post to Peers---Due 1/23/2022 by 11:59 pm
Week 2—1/24-1/30	Module 2—Identifying Evidence Based Practice Problems <ul style="list-style-type: none"> • Needs Assessment Tool <ul style="list-style-type: none"> ○ Due 1/30/2022 by 11:59 pm
Week 3—1/31-2/6	Module 3—Nursing and Shared Theories <ul style="list-style-type: none"> • No Assignments Due This Week
Week 4—2/7-2/13	Module 3—Nursing and Shared Theories <ul style="list-style-type: none"> • Discussion Board #3 Concept Map--Draft <ul style="list-style-type: none"> ○ Personal Post—Due 2/9/2022 by 11:59 pm ○ Post to Peers---Due 2/13/2022 by 11:59 pm
Week 5—2/14-2/20	Module 3—Nursing and Shared Theories <ul style="list-style-type: none"> • Concept Map-Final <ul style="list-style-type: none"> ○ Due 2/20/2022 by 11:59 pm • Nursing Theory Summary <ul style="list-style-type: none"> ○ Due 2/20/2022 by 11:59 pm
Week 6—2/21-2/27	Module 4—Searching the Literature for Best Evidence <ul style="list-style-type: none"> • No Assignments Due This Week
Week 7—2/28-3/6	Module 5—Critically Appraising the Evidence <ul style="list-style-type: none"> • No Assignments Due This Week
Week 8—3/7-3/13 Mid-term course survey opens	Module 6—Synthesizing the Evidence <ul style="list-style-type: none"> • Synthesis of Evidences Tables <ul style="list-style-type: none"> ○ Due 3/13/2022 by 11:59 pm
3/14-3/18	Spring Break---Enjoy
Week 9—3/21-3/27	Module 7—Best Evidence and EBP Models <ul style="list-style-type: none"> • Mid-term Survey & Attestation <ul style="list-style-type: none"> ○ Due 3/21/2021 by 11:59 pm • Discussion Board #4 EBP Pearls <ul style="list-style-type: none"> ○ Personal Post—Due 3/23/2022 by 11:59 pm ○ Post to Peers---Due 3/27/2022 by 11:59 pm

Week/Date	Topic/Assignments/Assessments DUE
	<ul style="list-style-type: none"> • EBP Model Summary <ul style="list-style-type: none"> ○ Due 3/27/2022 by 11:59 pm
Week 10—3/28-4/3	Module 8—Leading for Transformation <ul style="list-style-type: none"> • No Assignments Due This Week
Week 11—4/4-4/10	Module 8—Leading for Transformation <ul style="list-style-type: none"> • No Assignments Due This Week
Week 12—4/11-4/17	Module 9—Disseminating the Findings <ul style="list-style-type: none"> • Discussion Board #5 MSN Comprehensive Study Guide Questions <ul style="list-style-type: none"> ○ Personal Post—Due 4/13/2022 by 11:59 pm ○ Post to Peers---Due 4/17/2022 by 11:59 pm
Week 13—4/18-4/24 IDEA End of Course Survey Opens	Module 9—Disseminating the Findings <ul style="list-style-type: none"> • Synthesis Paper <ul style="list-style-type: none"> ○ Due 4/24/2022 by 11:59 pm
Week 14—4/25-5/1	Module 10—Putting Evidence into Action <ul style="list-style-type: none"> • Discussion Board #6 EBP Presentation for Peer Feedback <ul style="list-style-type: none"> ○ Personal Post—Due 4/26/2022 by 11:59 pm Post to Peers---Due 4/30/2022 by 11:59 pm
Week 15—5/2-5/8	Module 10—Putting Evidence into Action <ul style="list-style-type: none"> • Best Evidence Presentation Per Scheduled Time <ul style="list-style-type: none"> ○ EBP Presentation due with 24 hours AFTER the PRESENTATION is given • IDEA End of Course Survey and Attestation Statement <ul style="list-style-type: none"> ○ Due 5/6/2021 by 5:00 pm • Student Reflection about Learning Experiences Based on Student Learning Outcomes <ul style="list-style-type: none"> ○ Due 5/8/2022 by 11:59 pm
Week 16—5/9-5/13	Module 10—Putting Evidence into Action <ul style="list-style-type: none"> • Best Evidence Presentation Per Scheduled Time <ul style="list-style-type: none"> ○ EBP Presentation due with 24 hours AFTER the PRESENTATION is given

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.

The following are considered essential, evaluation items for this course.

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team
- Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)

Grading Rubrics

To view grading rubrics please go to the “My Grades” link in your Blackboard course, and select **View Rubric** under each graded item.

End of Syllabus

- i <https://www.angelo.edu/live/files/27781-graduate-nursing-student-handbook-ay-2020-2021-rev>
- ii https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=223_1
- iii <https://www.angelo.edu/student-handbook/>
- iv <https://www.angelo.edu/catalogs/>
- v <https://www.angelo.edu/live/files/27781-graduate-nursing-student-handbook-ay-2020-2021-rev>
- vi <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- vii <https://www.angelo.edu/services/disability-services/>
- viii <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>
- ix <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- x https://www.angelo.edu/dept/writing_center/academic_honesty.php
- xi https://www.angelo.edu/services/registrar_office/academic_calendar.php
- xii <https://www.angelo.edu/content/forms/290-course-drop-request-form>
- xiii https://www.angelo.edu/services/saem/withdrawal_form.php
- xiv <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>