# NUR 6347

# Roles and Financial Management for Nurse Educators

# Spring 2022

---

## Instructor: Tammy K. Stafford, DNP, MSN, MBA, RN, NEA-BC

**Email**: tammy.stafford@angelo.edu
**Phone**: 325-486-6872
**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 explores the organization and administrative/leadership roles of nurse educators in higher education and healthcare agencies. Students will be introduced to the concepts of leadership, financial management, budgeting process, and reimbursement mechanisms in nursing education.

### Course Credits

Three Semester Credit Hours (3-0-0)

### Prerequisite / Co-requisite Courses

None

### 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 the NLN Core Competencies |
|---|---|---|---|---|
| 1. Discuss issues and trends influencing the role and functions of the nurse educator. | • Reflective Journaling<br>• Discussion Boards | 1, 9 | 1.8, 9.4 | 3, 6, 8 |
| 2. Discuss the core roles and functions of the nurse educator in teaching, service, and scholarship and relate with the National League for Nursing (NLN) Nurse Educator Competencies. | • Discussion Boards<br>• Reflective Journaling<br>• Personal Development Plan<br>• Nurse Educator Interview | 2, 9 | 2.1, 2.2, 2.6, 9.4, 9.15 | 1, 2, 3, 5, 6, 8 |
| 3. Engage the role of the nurse educator as a change agent and leader. | • Discussion Boards<br>• Reflective Journaling | 2, 4, 9 | 2.1, 2.2, 2.6, 4.4, 9.5, 9.15 | 3, 6, 7 |

| 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 the NLN Core Competencies |
|---|---|---|---|---|
| | • Leadership Book Review | | | |
| 4. Interpret the basic accounting and finance concepts related to healthcare. | • Budgeting and Accounting Vocabulary<br>• Budgeting and Accounting Worksheets<br>• Nurse Residency Program Worksheet | 1, 2, 8, 9 | 1.7, 2.3, 2.5, 8.4, 9.10 | 6, 8 |
| 5. Monitor the finance performance in an organization | • Nurse Residency Program Worksheet<br>• Nurse Residency Program Presentation | 1, 2, 9 | 1.7, 2.3, 2.5, 8.4, 9.10 | 6, 8 |

## 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. Hunt, D.D. (2018). *The new nurse educator: Mastering Academe* (2nd ed.). Springer Publishing Company, LLC. https://doi.org/10.1891/9780826181831  (**Note: Student will access text through the Porter Henderson Library**)

2. Leger, J.M., & Dunham-Taylor, J. (2018). *Financial management for nurse managers: Merging the heart with the dollar* (4th ed.). Jones & Bartlett Learning.

3. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. https://doi.org/10.1037/0000165-000

4. Jazwiec, L. (2012). *Hey cupcake! We are all leaders.* Gulf Breeze: Fire Starter Publishing (**Note: Student will need to purchase this book from a vendor such as Amazon, Barnes & Noble, etc**.)

## 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 |
|------|-------|
| Weeks 1-2 | Introduction to the Nurse as an Educator |
| Weeks 3-6 | Nurse Educator in Teaching, Service, and Scholarship |
| Weeks 7-8 | Nurse Educator Leading and Managing Change |
| Weeks 9-12 | Budgeting and Accounting Concepts |
| Weeks 13-16 | Strategic Planning, Management, and Putting it all Together |

## 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 |
|-------------------|--------------------------------|
| Discussion Boards | 5% |
| Reflective Journals | 5% |
| Nurse Educator Interview | 5% |
| Personal Development Plan | 15% |
| Leadership Book Review | 10% |
| Budgeting and Accounting Vocabulary | 15% |
| Budgeting and Accounting Worksheet | 15% |
| Nurse Residency Program Worksheet | 15% |
| Nurse Residency Program Final Presentation | 15% |
| Mid-Term Course Survey and IDEA End of Course Survey and Attestations | 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.

**Reflective Journaling:** Reflective journaling is about self-awareness, self-development, and the opportunity to make connections between theory, nursing, and practice.  Student will use reflective journaling to connect concepts from the learning material and think critically about how the concepts influence the role of the nurse educator.  Students are expected to consider personal development and growth through reflective journaling.

**Nurse Educator Interview:** Students are expected to conduct and interview of a nurse educator in the clinical setting or academic setting. The purpose of the interview is to become familiar with the roles and functions of the nurse educator.  Students are expected to write a summary of the interview about focusing on three things learns that will help the student's future career as a nurse educator.

**Personal Development Plan:** Reflective journaling and a personal development plan go hand-in-hand.  The personal development plan is a tool that can be used to guide the nurse educator through the journey to achieving goals.  Students are expected to develop a personal development plan for their future role as a nurse educator.

**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.

**Leadership Book Review:** A book review engages the student to present different views and voice critical appraisal of a book. Students are expected to write a book review an assigned leadership book.

**Budgeting and Accounting Vocabulary:** Understanding the vocabulary is the first step to understanding how healthcare finance works.  Students are expected to complete a financial vocabulary worksheet identifying key budgeting, accounting, and financial terms, definitions, and examples.

**Budgeting and Accounting Worksheet:** Students are expected to identify and analyze information about budgeting and accounting using the information in the worksheet.

**Nurse Residency Program Case Study Worksheet:** Students will work through a case study about the development of a nurse residency program at Smith General Hospital. Students will use the knowledge learned throughout the course to complete the case study.

**Nurse Residency Program Case Study Final Presentation:** Students will use the information developed in the Nurse Residency Program Case Study Worksheet and develop a presentation to support the need for the Nurse Residency Program.

## 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 Handbook[iii]
- 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 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 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 the Nurse as an Educator**<br>• **Discussion Board Let's Reconnect**<br>    ○ Personal Post---Due 1/19/2022 by 11:59 pm<br>• **Discussion Board #1 Self-Care Practices**<br>    ○ Personal Post—Due 1/20/2022 by 11:59 pm<br>    ○ Post to Peers---Due 1/23/2022 by 11:59 pm<br>• **Reflective Journal #1—Why Nursing Education?**<br>    ○ Due 1/23/2022 by 11:59 pm |
| Week 2—1/24-1/30 | **Module 1—Introduction to the Nurse as an Educator**<br>• **Discussion Board #2 Current Issues and Trends in Nursing**<br>    ○ Personal Post—Due 1/26/2022 by 11:59 pm<br>    ○ Post to Peers---Due 1/30/2022 by 11:59 pm<br>• **Reflective Journal #2—Facing the Challenges of a Nurse Educator**<br>    ○ Due 1/30/2022 by 11:59 pm |
| Week 3—1/31-2/6 | **Module 2—Nurse Educator in Teaching, Service, and Scholarship**<br>• **Reflective Journal #3—Emotional Intelligence**<br>    ○ Due 2/6/2022 by 11:59 pm |
| Week 4—2/7-2/13 | **Module 2—Nurse Educator in Teaching, Service, and Scholarship**<br>• **Discussion Board #3 Hospital-Based Educator vs. Academic-Based Educator Pros and Cons Debate**<br>    ○ Personal Post—Due 2/9/2022 by 11:59 pm<br>    ○ Post to Peers---Due 2/13/2022 by 11:59 pm |
| Week 5—2/14-2/20 | **Module 2—Nurse Educator in Teaching, Service, and Scholarship**<br>• **Nurse Educator Interview**<br>    ○ Due 2/20/2022 by 11:59 pm<br>• **Reflective Journal #4—Personal and Teaching Philosophies**<br>    ○ Due 2/20/2022 by 11:59 pm |
| Week 6—2/21-2/27 | **Module 2—Nurse Educator in Teaching, Service, and Scholarship**<br>• **Discussion Board #4 Personal and Teaching Philosophies**<br>    ○ Personal Post—Due 2/23/2022 by 11:59 pm<br>    ○ Post to Peers---Due 2/27/2022 by 11:59 pm<br>• **Personal Development Plan**<br>    ○ Due 2/27/2022 by 11:59 pm |
| Week 7—2/28-3/6 | **Module 3—Nurse Educator Leading and Managing Change**<br>• **No Assignments Due This Week** |

| Week/Date | Topic/Assignments/Assessments DUE |
|---|---|
| **Week 8—3/7-3/13**<br>**Mid-term course survey opens** | **Module 3—Nurse Educator Leading and Managing Change**<br>• **Discussion Board #5 Daring Classrooms**<br>   ○ Personal Post—Due 3/9/2022 by 11:59 pm<br>   ○ Post to Peers---Due 3/13/2022 by 11:59 pm<br>• **Reflective Journal #5—What Really Made an Impact on Me**<br>   ○ Due 3/13/2022 by 11:59 pm<br>• **Leadership Book Review**<br>   ○ Due 3/13/2022 by 11:59 pm |
| **3/14-3/18** | **Spring Break---Enjoy** |
| **Week 9—3/21-3/27** | **Module 4—Budgeting and Accounting Concepts**<br>• **Mid-term Survey & Attestation**<br>   ○ Due 3/21/2021 by 11:59 pm |
| **Week 10—3/28-4/3** | **Module 4—Budgeting and Accounting Concepts**<br>• **No Assignments Due This Week** |
| **Week 11—4/4-4/10** | **Module 4—Budgeting and Accounting Concepts**<br>• **Budgeting and Accounting Vocabulary**<br>   ○ Due 4/10/2022 by 11:59 pm |
| **Week 12—4/11-4/17** | **Module 4—Budgeting and Accounting Concepts**<br>• **Budgeting and Accounting Worksheet**<br>   ○ Due 4/17/2022 by 11:59 pm |
| **Week 13—4/18-4/24**<br>**IDEA End of Course Survey Opens** | **Module 5—Strategic Planning, Managing, and Putting it all Together**<br>• **No Assignments Due This Week** |
| **Week 14—4/25-5/1** | **Module 5—Strategic Planning, Managing, and Putting it all Together**<br>• **Nurse Residency Program Case Study Worksheet**<br>   Due 4/29/2022 by 11:59 pm |
| **Week 15—5/2-5/8** | **Module 5—Strategic Planning, Managing, and Putting it all Together**<br>• **Nurse Residency Program Presentation Per Scheduled Time**<br>   ○ EBP Presentation due with 24 hours AFTER the PRESENTATION is given<br>• **IDEA End of Course Survey and Attestation Statement**<br>   ○ Due 5/6/2021 by 5:00 pm<br>• **Reflective Journal #6—That's a Wrap!!**<br>   ○ Due 5/8/2022 by 11:59 pm |
| **Week 16—5/9-5/13** | **Module 5—Strategic Planning, Managing, and Putting it all Together**<br>• **Nurse Residency Program Presentation Per Scheduled Time** |

| Week/Date | Topic/Assignments/Assessments DUE |
|---|---|
| | o 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_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/registrars_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