

SWK 3307

**HUMAN BEHAVIOR IN SOCIAL
ENVIRONMENT I**

Summer 2022



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Assistant Professor**

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Office Hours: Virtual Appointments available upon request

Course Information

Course Description

The biopsychosocial science base of social work practice. Includes theories of biological, social, cultural, psychological, and spiritual development within the context of the social environment through the life course. Focuses on the critical evaluation and application of theories and knowledge to person-environment transactions. Prerequisite: SWK 2307 and Admission into the SWK Degree Program or a Declared SWK Minor.

Course Credits

This course is offered online for 3 credit hours

Prerequisite and Co-requisite Courses

Prerequisite: SWK 2307 and admission into the social work program or a declared minor in social work.

Prerequisite Skills

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

Program Outcomes

Upon completion of the program of study for the BSW program, the graduate will be prepared to 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; understand

frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas; recognize personal values and the distinction between personal and professional values; understand how their personal experiences and affective reactions influence their professional judgment and behavior; understand the profession's history, its mission, and the roles and responsibilities of the profession; understand the role of other professions when engaged in inter-professional teams; recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective; and understand emerging forms of technology and the ethical use of technology in social work practice

Student Learning Outcomes

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

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

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 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

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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 Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
<ul style="list-style-type: none"> • Demonstrate Ethical and Professional Behavior • Engage Diversity and Difference in Practice • Engage In Practice-informed Research and Research-informed Practice • Engage with Individuals, Families, Groups, Organizations, and Communities • Assess Individuals, Families, Groups, Organizations, and Communities 	<ul style="list-style-type: none"> • Final paper, discussions 	Competency 1,2,4, 6,7,8 and 9

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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
<ul style="list-style-type: none"> • Intervene with Individuals, Families, Groups, Organizations, and Communities • Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social 		
<ul style="list-style-type: none"> • Demonstrate Ethical and Professional Behavior • Engage Diversity and Difference in Practice 	final paper, discussions	Competency 1 and 2
<ul style="list-style-type: none"> • Demonstrate Ethical and Professional Behavior • Engage In Practice-informed Research and Research-informed Practice • Engage with Individuals, Families, Groups, Organizations, and Communities • Assess Individuals, Families, Groups, 	Exams, final paper, discussions	Competency 1, 4, 6, 7, 8, and 9

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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
<p style="text-align: center;">Organizations, and Communities</p> <ul style="list-style-type: none"> • Intervene with Individuals, Families, Groups, Organizations, and Communities • Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social 		

Course Delivery

This is an online course with learning resources and supplemental materials posted in Blackboard. All testing will be done through Respondus Testing and webcam monitor.

Required Texts and Materials

Hutchison, E. D. (2015). *Dimensions of human behavior: The changing life course* (6th ed.). Thousand Oaks, CA: SAGE Publications. **ISBN-13:** 978-1544339344 **ISBN-10:** 1544339348

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA. **ISBN:978-1-433-83216-1**

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.).

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Recommended Texts, Links and Materials

- NASW Code of Ethics--<https://www.socialworkers.org/pubs/code/default.asp>
- Texas Occupation Code. (2005, September 1). Texas occupations code, chapter 505, social work practice act. Retrieved April, 13, 2020, from <http://www.dshs.state.tx.us/socialwork/swlaw.pdf>
- Texas State Board of Social Worker Examiners Scope of Practice. (2011, January 27). Rules relating to the regulation of social workers. Retrieved April, 13, 2020, from http://www.dshs.state.tx.us/socialwork/sw_rules.pdf

Technology Requirements

To successfully complete this course, students need the following:

- Access to a computer with either a Mac or Windows Operating System or Chromebook
- High speed Internet access
- Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don't lose connection by wifi drop.)
- Webcam (A plug-in webcam allows the student to perform thorough environmental scans.)

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

See Blackboard for Module 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.

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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
HBSE I Application Paper	40 %
Discussions	20 %
Exams	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
- 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.

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Assignment and Activity Descriptions

HBSE I Application Paper

40%

Each student will write a paper based on a case study that will be supplied by the instructor and apply concepts of Human Behavior in the Social Environment (HBSE) learned in this course with a developmental (life course)-ecological framework in mind. Each paper will adhere to the most recent APA guidelines, will be approximately 6-8 pages in length including the title and reference page, and must contain a discussion of the following:

- I. Introduction of the Case Study
- II. Discussion and Application of HBSE Life Course Perspective Concepts and Themes to Understand PIE Transactions, student will choose (3) Concepts and (3) Themes which will be applied to their case study along with their ethical reasoning of why they choose those concepts and themes
- III. How Socio-Cultural Variables (i.e., those that affect the client, the social worker, and potential others) influence HBSE
- IV. A Critical Evaluation of the Forms and Mechanisms of Oppression and Discrimination that may affect HBSE
- V. Application of HBSE Conceptual Frameworks to Guide the Process of Assessment, Intervention, and Evaluation
- VI. Conclusion and References (7 references)

Discussions

20%

This is relevant to participation in completing discussions and giving peer feedback on posts in a timely manner, engaging in all course activities, and having professional and respectful communication with professor and peers; and so forth. The expectation for students in a social work program is that they are motivated to learn and are dedicated to their studies.

Students answer the discussion posts that is open for each week (no less than 500 words and two references), the due dates for the discussion posts are on the course schedule, you must also answer two peer's posts with substantive feedback (at least four sentences and one reference). The discussion posts will either be regarding something we learned from the weeks lecture, a case study, journal and/or news article or other media outlet, etc. The grading for the discussion posts are as follows: I am grading you on the frequency with which you are answering the discussion post (did you do the post on the date required and give feedback to peer on required day), initial assignment post (did you answer the question in its entirety, do you have at least two references to support your answer), follow up postings (substantive feedback to at least two peers that is longer than two sentences), content contribution (did you add your own thoughts and/or other information not just copied exactly from the textbook and contributed to the information already researched), did you add two peer reviewed works as your citations this is your references and support for your post, and lastly your clarity and mechanics (are there

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misspellings, grammar issues, apa issues, etc). If all these sections are met then you get 40 points for each discussion post.

Examinations

40%

There will be four (4) exams for this class. Each of the exams will be administered via Blackboard using the Respondus Monitor and LockDown browser. You may not use notes, PowerPoint lectures, textbooks, or other materials to take the exam. Each exam will give you one attempt and time limited.

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 irusso@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

Assignments: Due to the extreme fast pace in the summer, no late assignments will be accepted. Time doesn't permit in order for grades to be submitted.

Exams and Discussions: NOT ACCEPTED LATE FOR ANY REASON

The week begins on Monday and ends on Sunday. All test, assignments and other due dates will be SUNDAY at 11:59pm

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

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Student Responsibility and Attendance

Students are responsible for completing and engaging in class discussions. Any missed discussions will affect your overall grade.

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

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

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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

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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.

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Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
<p>Week 1: July 11-15</p>	<p>Welcome! Module 1 Introduction to Course</p> <p>DUE July 13th by 11:59 PM*</p> <ul style="list-style-type: none"> ● Review START HERE page ● Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content. <p>Post: Self-Introduction (Discussion tab) and first discussion post (located in Groups Discussion Tab) must be completed by everyone</p> <p>Reading- Chapters 1 and 2 (Hutchison text) and review power point lectures for chapters.</p> <p>Due: Self-introduction (Due Wednesday), no peer feedback needed.</p> <p>Due: Module 1 Discussion Post due Thursday for original post and peer feedback (2 peers) due Saturday by 11:59 pm. (Students will have points deducted if original post is late).</p>
<p>Week 2: July 18-22</p>	<p>Reading: Chapters 3-5. and review power point lectures for chapters.</p> <p>Due: Exam 1: Chapters 1 and 2 open Friday til Sunday, respondus lockdown browser, one attempt, no textbook or notes can be utilized.</p> <p>Due: Module 2 Discussion Post due Thursday for original post and peer feedback due Saturday by 11:59 pm. (Students will have points deducted if original post is late).</p> <p><i>Course Schedule Continued on next page</i></p>

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Week/Date	Topic/Assignments/Assessments DUE
<p>Week 3: July 25-29</p>	<p>Reading: Chapters 6-8, watch/review power point lectures on chapters.</p> <p>Due: Exam 2 (Chapters 3-5) Opens Friday to Sunday 11:59 pm, Respondus lockdown, one attempt, no notes/textbook.</p> <p>Due: Module 3 Discussion Post due Thursday for original post and peer feedback due Saturday by 11:59 pm. (Students will have points deducted if original post is late).</p>
<p>Week 4: Aug 1-5</p>	<p>Reading: Chapters 9-10, watch/review power point lectures on chapters.</p> <p>Collaborate on August 2nd at 11am to discuss paper.</p> <p>Due: Exam 3 (Chapters 6-8) Opens Friday to Sunday at 11:59 pm, respondus lockdown, one attempt, no notes/textbook may be used.</p> <p>Due: HBSE Application/Final Paper Due Friday the 5th at 5pm.</p>
<p>Week 5: Aug 8-12</p>	<p>Due: Module 4 Discussion Post due Monday the 8th for original post and peer feedback due Wednesday the 10th by 11:59 pm. (Students will have points deducted if original post is late).</p> <p>Final Exam Due: Chapters 9 and 10, August 8th to the 10th at 11:59 pm, respondus lockdown, one attempt, no notes/textbook may be used.</p>

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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.

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://angelo.policystat.com/policy/11803007/latest>

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://angelo.policystat.com/policy/10659368/latest>

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