

Department of Social Work

SWK 6375

Advanced Integrative Seminar

Summer Semester 2021



Instructor: Joel L. Carr, Ph.D., LCSW-S, LPC

Email: joel.carr@angelo.edu

Phone: (325) 486-6881

Office: Health and Human Services Building, Office 318P

Office Hours: MW: 09:00 - 12:00, T: 09:00 - 11:00

Class Location, Day(s), and Time: HHS 104, Tuesday and Thursday, 18:00 to 20:20

Course Information

Course Description

The integrative seminar in social work. This capstone course facilitates the integration and application of the advanced generalist social work curriculum in diverse, evolving, and emerging practice contexts. Student career development, use of technology, and professional leadership are emphasized. As a part of this course, students must take and pass a comprehensive examination. Prerequisite: SWK 6373

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

SWK 6373

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human

rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

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

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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

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

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Competency 1: Demonstrate Ethical and Professional Behavior	Integrative Paper Comprehensive Examination	A1.4 Demonstrate the ability to apply social work ethics and

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
		values to the evaluation of social intervention.
Competency 2: Engage Diversity and Difference in Practice	Integrative Paper Comprehensive Examination	A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Integrative Paper Comprehensive Examination	A3.1 Demonstrate effective and diplomatic skills in advocacy.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Integrative Paper Comprehensive Examination	A4.2 Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, organizations, communities, and constituencies.
Competency 5: Engage in Policy Practice	Integrative Paper Comprehensive Examination	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	Integrative Paper Comprehensive Examination	A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Integrative Paper Comprehensive Examination	A7.3 Design appropriate assessment and planning strategies that empower service recipients.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Integrative Paper Comprehensive Examination	A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.

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 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Integrative Paper Comprehensive Examination	A9.3 Critique evaluation practices informed from a particular theoretical model.

Course Delivery

Face-to-face sections of this course have learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU's Blackboard Learning Management System.

Online sections of this course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).

Required Texts and Materials

Association for Advanced Training in the Behavioral Sciences. (2021). *Independent Study Program for the master's social work exam**. Ventura, CA: Author.

*Must be bought at the ASU Campus Bookstore, bring your school ID and CID. Once this packet is purchased from the bookstore it may not be returned, if it is returned your access to the AATBS website will be blocked and you will not be able to sit for the comprehensive exam. Returning a packet and using the activation code is also a violation of the academic honor code and NASW code of ethics.

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

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.).

Recommended Texts and Materials

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

Readings:

Evidence-Based Practice/Best Practice Research Articles
Field Education Agency Policy and Procedures
Indicators for the Achievement of the NASW Standards for Cultural Competence in
Social Work Practice
M.S.W. Field Education Manual
Managing Clients Who Present with Anger
NASW Best Practice Standards in Social Work Supervision
NASW Code of Ethics
NASW Guidelines for Social Work Safety in the Workplace
NASW Standards and Guidelines for the area(s) related to your field agency setting
NASW Standards for Cultural Competence in Social Work Practice
NASW Standards for Social Work Case Management
Pertinent Federal, State, and Local policies
Texas Board of Social Work Examiners Rules and Practice Act (i.e., Statute)

Technology Requirements

You will need access to Blackboard, Angelo State University's learning platform. Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor. Use of another electronic device is prohibited.

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 08:00 to 17:00 and the number is (325) 942-2911. If you call any time after 17:00 or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

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

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

Topic Outline

Course Overview

Paper Overview

Masters (Intermediate Level) Orientation and Strategies

Human Development, Diversity, and Behavior in the Environment

Assessment and Intervention Planning

Interventions with Clients/Client Systems

Professional Relationships, Values, and Ethics

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (with the exception of university approved holidays) between 08:00 and 17:00. Weekend and/or holiday messages may not be returned until the next work day.

Written communication via email: All e-mail 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, E-Mail, etc.

Grading

Evaluation and Grades

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

Assessment	Percent/Points of Total Grade
Intergraded Paper	35%
Comprehensive Examination	65%
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Integrated Paper (35%)

Each student will write an integrated paper, between 20 and 30 pages in length, including the cover and reference pages, which strictly conforms to the most recent edition of the APA style manual, based on their own work with client systems in their field education experience. Each student will need to have no less than 10 peer reviewed journals/books that will be used for this paper. Each student will complete drafts of each section to make sure they are on track, drafts are due weekly through “SafeAssign”. Each paper must contain the following elements:

- I. Introduction
 - A. Agency
 - B. Client
- II. Applications of HBSE theory to a Particular Case or Issue, Client Diagnosis and Implementation of the General Intervention Model
 - A. Engagement of the client system
 - B. Assessment of the client system
 - C. Planning with the client system
 - D. Intervention with the client system
 - E. Evaluation with the client system
 - F. Termination with the client system
 - G. Follow-up with the client system
 - H. Referrals
- III. Use of Evidence-Based Practice (which evidenced supported practice did you use when working with your population or client)
- IV. Policy Issues Encountered (by population or client)
- V. Diversity Issues Encountered (by population or client)
- VI. Ethical Issues Encountered (by population or client)
- VII. Social and Economic Justice Issues Encountered (by population or client)
- VIII. Personal Reflections
 - A. Classroom
 - B. Field Experiences
 - C. Personal Growth

- D. Lifelong Learning Plan
- IX. Conclusion

Comprehensive Examination (65%)

Each student will successfully complete, and pass with a 70% or greater, the social work comprehensive examination. The exam covers the following broad areas of advanced generalist social work practice:

- I. Human Development, Diversity, and Behavior in the Environment
- II. Assessment in Social Work Practice
- III. Direct and Indirect Practice
- IV. Professional Relationships, Values, and Ethics

This exam strives to measure your social work knowledge, skills, and values related to the EPAS 9 competencies and associated practice behaviors. There are 170 items of the examination and you will have four (4) hours. The examination is closed book, is delivered in electronic format (i.e., via a computer), and is administered in a supervised lab environment on the ASU campus. You will have two attempts during the semester to achieve an acceptable score (an acceptable score is defined as a 70% or greater on the comprehensive examination) on this examination. An acceptable score is required to pass this course and for graduation from ASU's M.S.W. 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 joel.carr@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

The course is set up on weekly modules. The week begins on Sunday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus unless the late assignment is due to a university approved absence defined in the graduate catalog.

Make-up work will be considered on a case by case basis and will only be allowed for university approved absences.

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

For Face-to-Face Sections: This is a face-to-face class. Attendance is expected and required. 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 10 study hours per week on average.

For Online Sections: 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 10 study hours per week on average. **Note:** There will be weekly collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These collaborate sessions will be recorded and posted in the course modules for students who need or desire a pure asynchronous experience.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's Statement of [Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#)⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

Copyright Policy

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

Syllabus Changes

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

Title IX at Angelo State University

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

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

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

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

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

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1 6/1-6/5	Topic: Course Orientation Reading: Masters Examination Preparation, Volume I Assignment: Register on AATBS Website for Access to Online Exams
Week 2 6/6-6/12	Reading: Masters Examination Preparation, Volume II Assignment: Draft of Section I
Week 3 6/13-6/19	Reading: Masters Examination Preparation, Volume III
Week 4 6/20-6/26	Reading: Masters Examination Preparation, Volume III Assignment: Draft of Sections II & III
Week 5 6/27-7/3	Reading: Masters Examination Preparation, Volume IV
Week 6 7/4-7/10	Reading: Masters Examination Preparation, Volume IV Assignment: Draft of Sections IV & V
Week 7 7/11-7/17	Reading: Masters Examination Preparation, Volume V Assignment: Comprehensive Exam, Take 1
Week 8 7/18-7/24	Assignment: Draft of Sections VI & VII & VIII
Week 9 7/25-7/31	Assignment: Comprehensive Exam, Take 2

Week/Date	Topic/Assignments/Assessments DUE
Week 10 8/1-8/7	Assignment: Completed Integrative Paper Due 8/7 at 23:59 (must include ALL sections)
Week 11 8/8-8/13	Topic: Wrap-Up

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 Student Learning Outcome's that are considered "essential" include:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. Learning to analyze and critically evaluate ideas, arguments, and points of view

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>