

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>4-26-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Urban and Regional Planning <b>College</b> of Science <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> URP  <b>Number</b> 4523	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> Health and the Built Environment
<b>Credits</b> <i>(Review Provost Memorandum)</i>  3	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Pass/Fail</b> <input type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i> The course covers historical/current intersections between urban planning and health, epidemiological and public health principles and methods, and various aspects of health (e.g., exercise, injuries, respiratory health) that are influenced by the built environment and urban planning. Students gain knowledge of Health Impact Assessments and other tools that can be used by urban planners to incorporate considerations of health.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>	<b>Prerequisites, with minimum grade*</b>  None		<b>Corequisites</b>  None
		<b>Registration Controls</b> <i>(Major, College, Level)</i>  None	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  <input type="radio"/> Yes <input checked="" type="radio"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  None  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b> PhD in Urban Planning or related discipline and work or educational experience in public health			
<b>Faculty Contact/Email/Phone</b> Lilah Besser, lbesser@fau.edu, 561-316-0628		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair <u>Sherven Chouma</u> College Curriculum Chair <u>Jerry Haky</u> College Dean <u>JP-Jer</u> UUPC Chair <u>Jerry Haky</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____		<b>Date</b> <u>4/8/21</u> <u>4-21-21</u> <u>4/23/2021</u> <u>4-26-21</u> <u>4-26-21</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

## URP 4523: HEALTH AND THE BUILT ENVIRONMENT

**College of Science**  
**Department of Urban and Regional Planning**  
Term Year  
3 Credit Hours

**Instructor:** Lilah Besser, PhD, MSPH  
**Office Location:** Boca Raton campus, SO-284H  
**Office Hours:** By appointment  
**Phone Number:** 561-316-0628  
**Email:** [lbesser@fau.edu](mailto:lbesser@fau.edu) (preferred method of communication)

### COURSE DESCRIPTION

This course provides an introduction to the history of the intersections between urban planning and health. The bulk of the course focuses on the various aspects of health (e.g., exercise, injuries, respiratory health) that may be influenced by the built environment, which is a product of our urban and regional plans and policies. Students will gain knowledge of Health Impact Assessments and other tools that can be used by urban planners to incorporate considerations of health. Students will receive an introduction to the field of epidemiology, which is the study of the origins of diseases, their incidence and distribution in populations, and their prevention.

### COURSE PREREQUISITES

None

### COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Explain how urban planning historically and currently relates to public health. (CO: 1)
2. Critically evaluate evidence from health studies. (CO: 2)
3. Recognize the health outcomes that most immediately and more distally (less intuitively) relate to urban plans and policies. (CO: 3)
4. Describe the mechanisms by which the built environment impacts human health and well-being. (CO: 4)

5. Describe how the built environment can differentially affect the health of vulnerable populations. (CO: 5)
6. Identify the tools and methods in which health considerations can be incorporated into urban plans and policies. (CO: 6)

(CO = Course Objective)

## COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00am, Eastern Time, and ends on Sunday at 11:59pm, Eastern Time. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

## TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## REQUIRED TEXTS & MATERIALS

### Required Texts/Materials

In this course, you will need the following text.

1. Dannenberg, A.L., Frumkin, H., & Jackson R.J. (2011). *Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability*. Washington, DC: Island Press. [ISBN-13: 978-1597267274] [ISBN-10: 1597267279]

Supplemental required readings and materials are posted in CANVAS.

## Optional Texts/Materials

1. Greenberg, M.R. & Schneider D. (2017). *Urban Planning & Public Health: A Critical Partnership*. Washington, DC: American Public Health Association. [ISBN-13: 978-0875532899] [ISBN-10: 0875532896]
2. Urban Land Institute. [\*Building Healthy Places Toolkit: Strategies for Enhancing Health in the Built Environment\*](#) . 2015. [PDF] [ISBN:978-0-87420-357-8]

## WEEKLY MODULE CONTENT AND ASSESSMENTS

Module #	Module Topic	Assessment(s)
START HERE	WELCOME	The following assignments are required: <ul style="list-style-type: none"> <li>● Student Introduction</li> <li>● Syllabus Quiz</li> <li>● Set Canvas preferences</li> </ul>
1	Intro to Urban Planning and Public Health	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (1:1-4)</li> <li>● <b>Discussion</b> (1:5)</li> <li>● Receive short paper assignment, due in Module 6.</li> </ul>
2	Epidemiology, Vulnerable Populations, and Health Disparities	<ul style="list-style-type: none"> <li>● <b>Discussion</b> (2:2,4)</li> <li>● <b>Question and Answer Assignment</b> (2:1-3)</li> </ul>
3	Social Capital	<ul style="list-style-type: none"> <li>● <b>Question and Answer Assignment</b> (3:1-2,4)</li> <li>● <b>Discussion</b> (3:3)</li> </ul>
4	Physical Activity and Diet	<ul style="list-style-type: none"> <li>● <b>Question &amp; Answer Assignment</b> (4:1-4)</li> </ul>
5	Health Impact Assessment / Tools to Assess and Plan for Healthy Places	<ul style="list-style-type: none"> <li>● <b>Question and Answer Assignment</b> (5:1-3).</li> <li>● Receive Health Impact Assessment Case Study Exercise (due in Module 9). (5:1-3)</li> <li>● Receive Final Paper Assignment on Atlanta Beltline Health Impact</li> </ul>

		Assessment (draft due in Module 12, final paper due in Module 14). (5:1-3)
6	Injury	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (6: 1-3)</li> <li>● <b>Short Paper Assignment due</b> (6: 4)</li> </ul>
7	Water Quality/ Quantity	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (7:1-4)</li> </ul>
8	Indoor and Outdoor Air Quality	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (8:1-4)</li> </ul>
9	Mental Health	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (9: 1-3)</li> <li>● <b>Health Impact Assessment Case Study Exercise Due</b> (9:4-5)</li> </ul>
10	Homes, Schools, & Workplaces	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (10:1-3)</li> </ul>
11	Disasters, Built Environment and COVID-19	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (11:1-4)</li> </ul>
12	Nature Contact	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (12:1-4)</li> <li>● <b>Submit Draft of Final Report</b> on Atlanta Beltline Health Impact Assessment due. (12:4-7)</li> </ul>
13	Behavioral Choices, Policy and Legislation for Healthy Places	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (13:1-4)</li> <li>● <b>Peer Review of classmate's draft</b> of Final Report on Atlanta Beltline Health Impact Assessment due. (13:5)</li> </ul>
14 Two Weeks	Transportation, Land Use, and Health	<ul style="list-style-type: none"> <li>● <b>Quiz</b> (14:1-4)</li> <li>● <b>9-10 page final paper on Atlanta Beltline Health Impact Assessment due</b> (14:5)</li> </ul>

# MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

## HARDWARE & SOFTWARE REQUIREMENTS

### Hardware

- Dependable computer
- Computer speakers

### Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

### Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

## COMPUTER REQUIREMENTS

### Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

### Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

### Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

## MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

## TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

## Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).

- d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

## **COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY**

### **GRADING CRITERIA**

#### **INTRODUCTIONS AND SYLLABUS AGREEMENT (0% total course grade)**

You will post an introduction in the Student Introduction discussion board (and reply to at least two others' posts) and take a syllabus & course agreement quiz.

#### **DISCUSSIONS grading category (30% total course grade)**

- **3 Discussion Assignments, up to 100 points each**

As part of the course assignments, you will be asked to post an original submission to the module Discussion and reply to at least one classmate's post with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of [Netiquette](#) must be followed. Full sentences, proper spelling, proper source citations, etc., are expected.

Be sure to post detailed responses to each question and refer to module resources. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations, do not plagiarize, do cite references). To earn maximum points, please reference the discussion rubrics, attached to each assignment.

Original posts should be submitted early in the module in order to facilitate a dynamic discussion. Responses are due at 11:59 p.m. Eastern Time, on Sunday for each Discussion assignment. Unless otherwise stated in the course, discussions will close 11:59 p.m. Eastern Time, on Sunday. Late submissions will not be possible.

#### **ASSIGNMENTS & QUIZZES grading category (20% total course grade)**

- **4 Question and Answer Assignments, worth up to 100 points each**



The Question and Answer Assignments will assess your comprehension of module content, give you an opportunity to practice research skills, and help you prepare your final project. Detailed instructions and grading rubrics are provided in the Canvas course.

- **10 Quizzes, worth up to 30 points each**

Quizzes will assess your comprehension of module content. Each quiz will be timed. Detailed instructions are provided in the Canvas course.

**PAPERS grading category (25% total course grade)**

- **Short Paper, worth up to 100 points**

In Module 6, you will visit a local, state, or national website that provides public health data and statistics. Write a 3-5-page report on a health topic that interests you, which you think may be influenced by urban and regional planning. Detailed instructions, grading rubric, and help resources are provided in the Canvas course.

- **Health Impact Assessment (HIA) Case Study Exercise, worth up to 100 points**

In Module 9, you will review the Atlanta Beltline HIA, by completing the worksheet provided in the Canvas course. Detailed instructions, grading rubric, and help resources are provided in the Canvas course.

- **Draft of Final Paper & Peer Review, worth up to 100 points**

In Module 12, you will submit a draft of your final paper. In Module 13, you will use Canvas Peer Review tools to provide meaningful feedback about a classmate's work. This process is designed to facilitate valuable metacognitive activity (higher-level thinking about the tasks) and learner-to-learner interaction. Students who do not adequately complete the assigned Peer Review will lose up to two (2) points on their own assignments. Detailed instructions, grading rubric, and help resources are provided in the Canvas course.

**FINAL PAPER: ATLANTA BELTLINE HIA (25% total course grade)**

Provide a 9-10 page paper describing and critiquing the HIA of the proposed changes to/additional park spaces and trails expected as part of the Beltline.

In order to facilitate your success, the project is broken down into tasks. (These assignments have been described above.)

- Module 5. Question and Answer Assignment
- Module 9. Health Impact Assessment (HIA) Case Study Exercise
- Module 12. Draft of Final Paper
- Module 13. Peer Review of a classmate's Module 12 Assignment
- Module 14. Submit Final Paper

Detailed instructions, resources, and grading rubrics are provided in the Canvas course. All assignment pages will close at the stated due date and time. Late submissions will not be possible.

**The instructor will calculate your grade based on the following weighted distribution:**

<b>Weighted Grade Category / Assignments / Points</b>	<b>Category = % total grade</b>
<b>Discussions category</b> <ul style="list-style-type: none"> <li>• 3 Discussions, up to 100 points each</li> </ul>	<b>30%</b>
<b>Assignments &amp; Quizzes category</b> <ul style="list-style-type: none"> <li>• 4 Question and Answer Assignments, up to 100 points each</li> <li>• 10 Quizzes, up to 30 points each</li> </ul>	<b>20%</b>
<b>Papers</b> <ul style="list-style-type: none"> <li>• Module 6. Short Paper, up to 100 points</li> <li>• Module 9. Health Impact Assessment (HIA) Case Study Exercise, up to 100 points</li> <li>• Module 12. Draft of Final Paper &amp; Peer Review, up to 100 points</li> </ul>	<b>25%</b>
<b>Final Paper</b> <ul style="list-style-type: none"> <li>• Final Paper: Atlanta Beltline HIA, up to 100 points</li> </ul>	<b>25%</b>
<b>TOTAL:</b>	<b>100%</b>

## GRADE SCALE

<b>Grade</b>	<b>Percentage (%)</b>
A	100% - 93%
A-	<93% – 90%
B+	<90% – 86%
B	<86% – 83%
B-	<83% – 80%
C+	<80% – 77%
C	<77% – 73%
C-	<73%– 70%
D+	<70% – 67%

D	<67% – 63%
D-	<63% – 60%
F	<60% – 0%

## POLICIES

### ATTENDANCE POLICY

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

### LATE ASSIGNMENTS / MAKE-UP POLICY

Each assignment has a clearly stated due date and time. They are listed in the Course Summary, located in the Canvas course, under the Syllabus Tab. You can also see assignment due dates and time in the Canvas Calendar and in the course modules. In most cases, the assignment page will close at the stated due date and time. Late submissions will not be possible. Assignments which are not submitted by the stated due date and time will be automatically scored "0". If you have a medical or personal emergency, please let me know immediately via email or phone (provided at the top of this syllabus).

### UNIVERSITY APPROVED ABSENCES

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily

receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor but is allowed only if the student is passing the course.

## **CODE OF ACADEMIC INTEGRITY POLICY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#). If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

## **NETIQUETTE**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU Statement on Netiquette](#).

## **CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT**

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who disrupt the educational experiences of other students and/or the instructor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

## **RESPECT FOR DIVERSITY STATEMENT**

Our classroom should always be a space of mutual respect for individuals regardless of race/ethnicity, nationality, gender, class, sexual orientation, religion, culture, age, or ability. Considerations of diversity extend to other types of indirectly observable differences, such as differences in personality/thinking style and life experience (e.g., Veterans). Lack of respect and/or discrimination can be communicated through non-verbal cues (body language/gestures). It is expected that respect be demonstrated in all written and verbal communications

from the instructor to all students, from all students to their instructor, and between all students in the course.

## **COMMUNICATION POLICY**

### **EXPECTATIONS FOR STUDENTS**

#### **Announcements**

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

#### **Email/Video Conferencing**

You are responsible for reading all your course email and responding in a timely manner.

#### **Course-Related Questions**

Post course-related questions to the FAQ Discussion forum in the Canvas course. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

### **INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK**

#### **Email Policy**

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ Discussion forum. If you have questions of a personal nature, you should email the instructor.

#### **Assignment Feedback Policy**

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

#### **Course-Related Questions Policy**

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

#### **Electronic Communication Policy**

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.

- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

## SUPPORT SERVICES & ONLINE RESOURCES

### Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### Other resources:

- [Center for eLearning and Student Success](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

## FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct.

## SELECTED UNIVERSITY & COLLEGE POLICIES

### ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

### RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

### DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

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**The instructor reserves the right to adjust this syllabus as necessary.**