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|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Undergraduate Programs | UUPC Approval <u>10-11-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____ |
| | Department _____ College _____ | |
| Current Course Prefix and Number | | Current Course Title |
| <i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i> | | |
| Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small> | | Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-). |
| Effective Term/Year for Changes: | | Terminate course? Effective Term/Year for Termination: |
| Faculty Contact/Email/Phone | | |
| Approved by Department Chair <u><i>Heather Johnson, PhD, ncsu</i></u> College Curriculum Chair <u><i>Precious Skinner-Osei, PhD, MSW</i></u> College Dean <u><i>Nancy Lunn</i></u> UUPC Chair <u><i>Daniel Meeroff</i></u> Undergraduate Studies Dean <u><i>Edward Pratt</i></u> UFS President _____ Provost _____ | | Date <u>9/23/2021</u> <u>9/22/2021</u> <u>09/23/2021</u> <u>10-11-21</u> <u>10-11-21</u> _____ _____ |

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Master Syllabi for SOW 3232

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 3232 Section ____ CRN ____ (3 Credit Hours)
Social Welfare Policy and Provisions**

Semester: **Fall/Spring/Summer A/B/C** Classroom: **(note if it is an
online/eLearning course, hybrid)**
Start/End Date: **Months/Year** Class Times:
Instructor: Office Hours:
Phone: Office Location:
Email: Web: www.fau.edu/ssw
Canvas: <http://canvas.fau.edu>
(Add TA Contact info, if applicable)

BSW Program Mission

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Course Description

This course is an analysis of social welfare policies and provisions within the context of the history of social welfare; income maintenance, housing, employment, health care, child welfare and other special populations. Social Welfare Policy and Provisions is a required course in the BSW program. This course will focus on how human service policies and programs are designed to address specific social problems in the United States. Key professional competencies, diversity, justice, critical thinking, and evidence-based practice are emphasized. The course examines historical and current state and federal social welfare policies and programs aimed at alleviating those social problems. The historical precedents of our current American values and philosophies will be identified in order to more fully understand the dilemmas facing the social work profession and its providers of service. The social problem-social policy framework will be applied to specific problem areas including anti-poverty programs, child welfare services, health and mental health services, rehabilitative services, housing services and services supporting the aging. There will be an emphasis on developing an awareness of and an ability to critique and promote social policies in terms of their sensitivity to cultural diversity and populations-at-risk. By examining historical and contemporary perspectives and concepts, this course prepares students to describe and analyze social welfare policies and services.

Relevance to Educational Program

This course is a foundation course in the BSW curriculum. This course provides students with the knowledge, skills, and value awareness necessary to develop an understanding of the history of social welfare policy, current efforts focused on developing and changing policies, and the relation between the two. This course prepares students for social work practice by focusing on CSWE's 2015 Educational Policies and Accreditation standards and will prepare students to demonstrate the integration and application of the competencies. The focus on this course is on policy practice.

Educational Objectives

Upon successful completion of this course, students will be able to demonstrate the following competencies:

1. Apply the NASW Code of Ethics to relevant laws and regulations and be able to analyze policy as to whether or not it adheres to ethical code.
2. Describe both the rational and political approaches to decision making across a broad array of social welfare policy developments.
3. Critically analyze the impact of major US social welfare policies on diverse populations, client systems, and communities, as well as on the practice of social workers and their agencies.
4. Define and describe political diversity as it informs the passage of laws and implementation.
5. Trace the history of the US policy response to basic human needs and the role of the social work in that history.
6. Distinguish issues of human rights, social, economic and environmental justice and illustrate policy alternatives that are designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably.
7. Write a brief of a selected social welfare policy with special attention to social and economic justice, and demonstrating cultural competency.
8. Demonstrate a beginning level understanding of US social policies and programs in anti-poverty programs, nutritional security, housing, homelessness, income security, aging, disability, welfare, healthcare, education and immigration.
9. Examine the ways in which major US social welfare policies help, and hurt, people's ability to achieve and maintain optimal health and well-being throughout the life span particularly how policies affect marginalized, oppressed, and otherwise disadvantaged populations.
10. Utilize library, electronic, and writing resources in researching and analyzing social welfare policies and programs. Evaluate policy practice by assessing the intended and unintended consequences of policy interventions.
11. Describe trends in public spending for social welfare and how such spending varies within the US.
12. Summarize the core elements of our tax system and how each social welfare program is funded.

13. Identify and build foundation level policy practice skills that social workers use to influence social welfare policy development, implementation, and change to ensure that civil, political, environmental, economic, social, and cultural human rights are protected.

Teaching Methodologies:

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of reading, lecture, and seminar discussion. Students must come to class prepared to discuss assigned course readings as students are called on randomly to discuss various points in the readings as well as current events. Each lecture will cover a particular period of American social welfare history and a social welfare program will be analyzed. We will also cover current policy topics. Instructor will provide supplemental reading materials on current topics and students will also be expected to read the newspaper to identify current policy topics.

Academic Service-Learning Statement:

This course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor (Minimum of 10 hours). An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU's Academic Service-Learning program.

Assumption of Risk Statement for Student:

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

Course Assignments and Grading:

Grades will be based on 6 scores. There will be several smaller writing assignments, a mid-term, a final examination, and a participation/attendance grade.

Weightings toward final course grade:

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| 1. Participation/Attendance | 15 points |
| 2. Elected Officials | 5 points |
| 3. Policy Research Assignment | 35 points |
| 4. Newspaper Packet | 20 points |
| 5. Policy Brief | 25 points |
| 6. Mid-term Exam | 50 points |
| 7. Final Exam | <u>50 points</u> |
| 8. Total | 200 points |

Course Assignments

Written assignments must be typed, double-spaced in 12-point font and include complete and accurate APA citations and reference pages.

- 1) Participation/Attendance**
Each class session will be split between lecture/discussion and group activities and films. Students are expected to attend and participate in each class session. Students will be given a grade of between 0-15 points for their level of participation. Worth 15 points.
- 2) Policy Research Assignment**-This assignment will acquaint students with policy research resources in the library and on-line. Instructor will assist in class. Worth 35 points.
- 3) Elected Officials**-Students will learn how to find out who their elected officials are and must type up a list of all their elected representatives paying particular attention to their state representative and senator. 5 points
- 4) Newspaper packet**-Students will submit a packet of 10 recent newspaper articles that cover social welfare policy and program changes at the federal, state or local level. Each packet must have a cover sheet with 10 correctly formatted APA citations. 20 points
- 5) Policy Brief**- Students will be expected to complete a fact sheet on a current federal or state legislative proposal. Outline will be given in class. Policy Brief should be based on at least 3 scholarly reference sources. Worth 25 points.
- 6) 1st Examination**-Each examination will be worth 50 points. The examinations will cover content of the classes, class discussions, and assigned readings (textbook and reading packet) for the half of the semester preceding the examination. The examinations will consist of objective multiple choice and true-false questions.
- 7) 2nd Examination**- Each examination will be worth 50 points. The examinations will cover content of the classes, class discussions, and assigned readings (textbook and reading packet) for the half of the semester preceding each

examination. The examinations will consist of an objective multiple-choice questions.

Students have the option to base their newspaper packet and social policy brief on a piece of legislation that they will advocate for during a trip to the Florida state capitol. The National Association of Social Worker’s Legislative Education and Advocacy Day trip happens annually each Spring legislative session. If a student chooses to participate, they can qualify for Academic Service Learning hours. More details are provided below under the corresponding assignments. It is up entirely to the student whether they want to attend LEAD or not and there are alternate assignments available for those unable to travel. It is also possible for students to participate in other Lobby Day and Legislative Action events held by organizations other than NASW such as Equality Florida. Students who choose alternative organizations will need to meet with the professor for approval of these events.

Participation in the trip to Tallahassee for NASW LEAD meets the requirements for Academic Service Learning. A total of 15 hours will be earned through legislative advocacy trainings, advocacy workshops with other students from Florida universities, meetings with Florida state legislators, and visits to community agencies that are engaged in social policy activities in Tallahassee. LEAD is a two-day trip to the Florida State Capitol during which students learn advocacy skills and advocate on behalf of social work and social policy related topics and bills. The event is planned by the Florida chapter of NASW and the logistics of the trip are planned by students and faculty at FAU.

The grading scale for this course is as follows:

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| 94-100= A | 80-83= B- | 67-69= D+ |
| 90-93= A- | 77-79= C+ | 64-66= D |
| 87-89= B+ | 74-76= C | 60-63= D- |
| 84-86= B | 70-73= C- | 0-59= F |

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the [NASW Code of Ethics](#). Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.

*Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
*Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
*Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
*Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
*Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback*

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).

7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the [FAU Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Policy on makeup tests, late work, and incompletes

Incomplete Grades: A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the instructor, indicating which assignments need to be completed and within what timeframe. Please refer to the Graduate Catalogue for complete information on this matter.

Late Assignments

If a student turns an assignment into me late a deduction of 10% each day will incur. There are no make-up exams or late exams allowed. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical, and theatrical performances, and debate activities.

Safe Assign

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers.

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

As per FAU policy, if you are not present for the first day of class, you will need to withdraw from the course through the Registrar's Office or you may be administratively withdrawn (<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>). If you are unable to

attend the first class of this course, you will not be allowed to add the course after the first class has taken place.

Policy on Use of Technology and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, cell phones, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Student Accessibility Services. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

Textbooks and Course Readings

The textbooks required for this course are:

- DiNitto, D. (2016). *Social welfare: Politics and Public Policy*, 8th ed., Boston, MA: Pearson. ISBN 0-20-595913-6

Textbook is available in the bookstore or from online sellers or textbook rental companies. In addition to the textbook students will be expected to read newspapers in order to track current Congressional and state policy issues. The New York Times is a good newspaper for reading about policy (pick up a daily 2-3 times a week) but other national papers will be fine as well-Washington Post, USA Today, LA Times, etc.

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

| <i>Class: Course Date</i> | <i>Topics</i> | <i>Readings/Due Dates/ Tests</i> |
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| Week 1 Jan... | <p>Introductions</p> <p>Syllabus overview</p> <p>Course Assignments overview</p> | <p>Introduction of textbook: Politics, Rationalism, and Social Welfare Policy</p> <p>United Nations Universal Declaration of Human Rights https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf</p> <p>NASW Code of Ethics</p> |

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| | <p>Introduction to Reading Newspapers</p> <p>What is Policy?</p> <p>Why Study Policy?</p> <p>What is Social Justice and Human Rights?</p> | |
| Week 2 | <p>Review of American Govt.</p> <p>Politics and the Policy making process</p> <p>Understanding Political Ideology/Diversity</p> <p>Newspaper Article/current policy discussion</p> | <p>Pre-test of Civics Knowledge</p> <p>Read Chapter 1: Politics and the Policymaking Process</p> <p>Bring newspaper articles to class</p> |
| Week 3 | <p>How to do Policy Research</p> <p>Go over Policy Research Worksheet Assignment</p> <p>Chapter 2: Analyzing Social Policy</p> <p>Newspapers/current policies-discuss articles</p> | <p>Turn in Elected Officials Assignment</p> <p>Read Chapter 2: Analyzing, Implementing, and Evaluating Social Welfare Policy</p> <p>Bring newspaper articles to class</p> |
| Week 4 | <p>LEAD-Tallahassee-</p> | |
| Week 5 | <p>Debrief LEAD-How did it go?</p> <p>Politics and the History of Social Welfare Policy</p> <p>Newspapers/current policies-discuss articles</p> | <p>Read Chapter 3: Politics and the History of Social Welfare Policy</p> <p>Due Policy Research Assignment</p> <p>Bring newspaper articles to class</p> |

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| Week 6 | <p>Poverty: Definitions and Measures</p> <p>Go over Policy Brief Assignment</p> <p>Newspapers/current policies-discuss articles</p> | <p>Read Chapter 4: Ending Poverty: Is It an Issue Anymore?</p> <p>Due: Newspaper Packet</p> |
| Week 7 | <p>Preventing Poverty: Social Insurance Programs</p> <p>Aging and Social Policy: Retirement Income</p> <p>Newspapers/current policies-Discuss articles</p> <p>Review for Mid-Term</p> | <p>Read Chapter 5: Preventing Poverty: Social Insurance and Personal Responsibility</p> <p>Bring newspaper articles to class</p> <p>Policy Brief due</p> |
| Week 8 | | Mid-Term Examination |
| Week 9 | Spring Break-No Classes | |
| Week 10 | <p>Disability Policy</p> <p>Newspapers/current policies-Discuss articles</p> | <p>Read Chapter 6: Disability Policy: Embracing a Civil Rights Perspective</p> <p>Bring newspaper articles to class</p> |
| Week 11 | <p>Welfare Policy</p> <p>Gender and Poverty</p> | <p>Read Chapter 7: Helping Needy Families: An End to Welfare as We Knew It</p> <p>Bring newspaper articles to class</p> |
| Week 12 | <p>Health Care Policy</p> <p>Health care as a human Right</p> <p>Newspapers/current policies-Discuss articles</p> | <p>Read Chapter 8: Providing Healthcare: Can All Americans be Insured?</p> <p>Bring newspaper articles to class</p> |
| Week 13 | <p>Education and Employment Policy</p> | <p>Read Chapter 9: Preventing Poverty: Education and Employment Policy</p> |

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| Week 14 | Gender and Sexual Orientation Policy Gender Identity & Gender Expression | Read Chapter 11: The Challenges of a Diverse Society: Gender and Sexual Orientation |
| Week 15 | Race, Ethnicity, Immigration & Tribal Sovereign Status Policy | Read Chapter 12: The Challenges of a Diverse Society: Race, Ethnicity, and Immigration Review for Final Exam |

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

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Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Social Media Policy

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid “friending” clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENT ACCESSIBILITY SERVICES

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/

DISCRIMINATION OR HARASSMENT – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance (<https://www.fau.edu/eic>). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

RELIGIOUS HOLIDAYS

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

ATTENDANCE

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.

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

Please advise the instructor at the beginning of the term if you require accommodations for *religious holidays*.

CODE OF ACADEMIC INTEGRITY

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](#).

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at 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/>

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and BSW policies at <http://cdsi.fau.edu/ssw/current-students/BSW>

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

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