

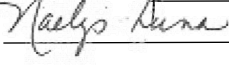
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department _____ College _____		
<b>Current Course Prefix and Number</b>		<b>Current Course Title</b>	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Template</a> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Academic Service Learning (ASL) **</b> Add _____ Remove _____ <small>* See <a href="#">Definition of a Credit Hour</a>.</small> <small>** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.</small>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b>		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b>			
<b>Approved by</b> Department Chair  College Curriculum Chair  College Dean  UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____			<b>Date</b> 2-10-23 2/13/23 2/13/23 _____ _____ _____ _____ _____

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK  
FLORIDA ATLANTIC UNIVERSITY****SOW 6116 SECTION XXX CRN XXX (3 CREDIT HOURS)  
SOCIAL WORK AND TRAUMA**

Instructor:

Office Location:

Office Hours:

Phone Number:

Email:

Classroom:

**Class Time:**

**Semester:**

**STANDARD COURSE SYLLABUS POLICIES**

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

**MSW PROGRAM MISSION**

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

**COURSE DESCRIPTION**

The general goal of the course is to explore and develop an understanding of trauma in its many forms and to increase knowledge about theoretical knowledge and clinical interventions to improve emotional well-being on an individual and systemic level. As social work professionals, we have an obligation to utilize culturally sensitive, as well as evidence-based knowledge and interventions in our field, to ensure that we are providing the best possible treatment within our areas of competence and training. The purpose of this course, therefore, is to utilize existing theoretical knowledge and practice to understand and treat trauma for individual clients, socially marginalized groups, programs and the community at large.

In social work, our goal is to enhance human well-being, alleviate poverty and oppression, and promote social, economic and racial justice. A focus of this course will be how trauma in its various forms impacts women, as well as racial, ethnic, sexual orientation, and other minority groups across different socioeconomic backgrounds. An emphasis on understanding the concerns and need of vulnerable populations in the south Florida area is made. Course work is further reinforced by the ongoing requirement that students expand their clinical skills and apply what they learn in class to their field education placements, where appropriate, and other tracts.

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instructions in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

## RELEVANCE TO EDUCATIONAL PROGRAM

This course relates to the social work curriculum by providing students with the knowledge, and skills that will enable them to assess the impact of trauma, develop treatment plans through integration of social work theory, and ensure continued competence through self-care. There is a planned relationship between this course and the following:

- 1) The Human Behavior and Social Environment sequence, concentrating on the ways human behavioral theories can be incorporated into clinical practice;
- 2) The Social Work Research sequence, concentrating on evidence-based research for effective interventions with individuals, families, groups and communities;
- 3) The Social Work Policy and Programs sequence, with a concentration on organizations and social policy related to disaster relief and mass trauma;

Curricular content includes **APA** writing style, development of empirically sound theories and interventions, evaluation of efficacy of practice with all levels of client systems.

Students are taught that professional social workers must be able to assess signs of trauma, utilize and appropriately apply empirical research and social work theory, and assess the soundness of their interventions. Content in SOW 6116 is supported horizontally by the practice, human behavior, and social policy courses.

## COURSE PREREQUISITES

SOW 6533

## COMPETENCIES AND EDUCATIONAL OBJECTIVES

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

- 1) Advocate for individual clients' access to appropriate follow up and long-term counseling care to address impact of trauma.
- 2) Describe trauma in its various forms, ranging from acute medical and mass trauma situations to more subtle and pervasive forms;
- 3) Understand the factors related to trauma and how it disproportionately impacts people of color, women, and other minority groups;
- 4) Identify and utilize clinical techniques for addressing acute and long-standing PTSD that are sensitive to diverse groups, including women, people of color, persons with disabilities, and gays and lesbians;
- 5) Understand how human behavior and developmental theories are applied to clinical practice to promote health and social well-being;
- 6) Describe how social work commitment to equity and social justice influences and differentiates the response to crisis and trauma;
- 7) Understand practical self-care techniques for social workers entering the profession in anticipation of exposure to clients and to mitigate the impact of secondary trauma;
- 8) Describe and access resources on local, state, and Federal level for individuals who have been the victims of trauma.

## TEACHING METHODOLOGIES

Course objectives will be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, role plays, and discussions by class participants. Each lecture is based on a text book, supplementary book chapters, and articles. The course is designed to maximize self-directed learning by applying course concepts in quizzes, case analyses, article analyses, and written assignments. Students should read assigned chapters, articles, and homework assignments prior to class. During class sessions, students will discuss the completed assignments and assigned reading chapters.

Emphasis is placed on ***active student participation*** during all classes. it is expected that students will participate actively in class sessions. In addition to class, students must conduct self-study (e.g., completing case analyses and other homework assignments).

The instructor will use *Canvas* to post handouts, reading materials, and announcements, such as changes to class sessions and assignment details. Students must complete all assigned readings, review handouts, and check for announcements in order to remain current on content presented on *Canvas*.

## 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.

## COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

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

Assessment	Total Points
Assignment 1 Reflection Paper	5
Assignment 2 Literature Review	10
Assignment 3 Trauma Paper	20
Assignment 4 Round Table Class Discussion	15
9 Quizzes: Worth up to 5 points each	45
Class Participation, Attendance, and On-Time Presence	5
<b>TOTAL:</b>	<b>100</b>

### Grade Scale

Grade	Percentage (%)
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%

Grade	Percentage (%)
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	0 – 59%

**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. The Graduate Catalogue contains complete information on this matter.

### Assignments

## **Assignments: Topic of Study**

Pick a preferred **topic of study** from the below list. **You will refer to this topic for all three assignments.** There will be an in-class lottery for topic selection during the first class. **If a student has already chosen your preferred topic, you will be asked to select another topic.**

### **Interpersonal:**

Infidelity  
Infertility  
Divorce  
Intimate Partner Violence  
Family Caregiving

### **Interpersonal:**

Illness of Self or Other Significant Person  
Suicide of Significant Person  
Death  
Drug or Alcohol Addicted Significant Person  
Disability

### **Interpersonal:**

Job Termination  
Retirement  
Child Abuse  
Sexual Harassment  
Rape

### **Community:**

Natural Disasters: (eg Hurricanes)  
Pandemics (eg Covid)  
School Shootings  
Community Attacks (g 9/11)  
Racial, LGBTQ, Religious Hate Crimes

### **Community:**

War: Military trauma  
War: Civilian trauma  
Plane Crashes  
Car Crashes  
Crime

## ■ **Assignment 1: Reflection Paper**

Your Topic of Study

**Due Date: 1/25/2023 at 6:59pm**

**This assignment is worth 5 points**

**Directions:**

Write a **2 page reflection paper**, responding to each of the following prompts:

1. Why is this topic meaningful to you?
2. What are you hoping to learn about this specific trauma?
3. How do you see this learning process helping you in your future career as a SWer.

The *file name* should be: (Your first name\_Your last name\_Reflection Paper Assignment #1).

Page numbers are required.

Follow APA style (7th ed.), using 1-inch margins, Times New Roman 12-point type face, and double spacing. A tutorial on APA style can be found at

<http://owl.english.purdue.edu/owl/resource/560/01/>. Grammar, sentence structure, and spelling are critical social work skills that matter in professional documentation; errors in these will reduce the grade. The paper will be submitted by uploading on *Canvas*.

Grading Criteria Rubric:

Quality of writing - 2 Points

Quality of responses to the assignment questions - 3 Points

■ **Assignment 2: Literature Review**

Your Topic of Study

**Due Date: 2/15/2023 at 6:59pm**

**This assignment is worth 10 points**

**Directions:**

Select 2 **peer reviewed journal articles** published after 2013 on your topic. Do a thorough search through the FAU library to identify appropriate peer reviewed journal articles.

Appropriate articles are either empirical, qualitative, or meta-analyses. **ATTACH COPIES OF BOTH ARTICLES (OR WEB LINKS) AT THE END OF YOUR PAPER.** Please write a **4 page paper** and respond to the following prompts:

9. Summarize each article in detail and discuss the findings/conclusions of each article. (Note: Include proper citations from each article).
10. Evaluate each article and discuss the significance of the findings for direct practice with trauma survivors.

The *file name* should be: (Your first name\_Your last name\_Literature Review Assignment #2).

Page numbers are required. Include a title page that includes your name. **NOTE: Do NOT count the title page in your page numbering.**

Follow APA style (7th ed.), using 1-inch margins, Times New Roman 12-point type face, and double spacing. A tutorial on APA style can be found at

<http://owl.english.purdue.edu/owl/resource/560/01/>. Grammar, sentence structure, and spelling are critical social work skills that matter in professional documentation; errors in these will reduce the grade. The paper will be submitted by uploading on *Canvas*.

Grading Criteria Rubric:

Quality of writing - 3 Points

Appropriateness of each article to the topic of study - 3 Points

Quality of responses to the assignment questions - 4 Points

■ **Assignment 3: Trauma Paper**

Your Topic of Study

**Due Date: 3/15/2023 at 6:59pm**

**This assignment is worth 20 points**

**Directions:**

Write an **8-10 page** paper addressing all of the following prompts:

1. Define, describe, and discuss your specific trauma topic. Consider if race, gender, culture, age, etc. are meaningful factors with your specific trauma and, if so, explain how and why. Include any statistics (with citations) of national, state, and county rates of that trauma.
2. Include a discussion of how your specific trauma impacts the individual, couple, family, and community (if relevant). Think broadly here. You are being asked to consider how this trauma impacts the survivor as well as significant others.
3. Discuss your approach in a first session with the trauma survivor. What is important in this first session and why? What would be your first session goal with the survivor? Your responses here as well as your reasoning for your responses should be detailed.
4. Discuss your ongoing work with the trauma survivor. What foreseeable long-term concerns do you have due to the specific trauma experienced by the survivor?
5. Identify **two** specific treatment modalities that you see supporting your work with the survivor and discuss why you believe this modality will be useful. (Note: Do not say “supportive psychotherapy” for your response. If, for example, you believe CBT would be helpful with the survivor, explain how you see CBT helping this person.)

The *file name* should be: (Your first name\_Your last name\_Trauma Paper Assignment #3). Page numbers are required. Include a title page that includes your name. **NOTE: Do NOT count the title page in your page numbering.**

Follow APA style (7th ed.), using 1-inch margins, Times New Roman 12-point type face, and double spacing. A tutorial on APA style can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>. Grammar, sentence structure, and spelling are critical social work skills that matter in professional documentation; errors in these will reduce the grade. The paper will be submitted by uploading on *Canvas*.

Grading Criteria Rubric:

Quality of writing - 5 Points



Quality of responses to the assignment questions - 15 Points

#### ■ **Assignment 4: Round Table**

Your Topic of Study

**Due Date: Instructor Will Assign either 3/22, 3/29, 4/5, 4/12, or 4/19/2023**

**This assignment is worth 15 points**

##### **Directions:**

Each student will act as a moderator in a round table discussion with the class for approximately, but no shorter than, 20 minutes. You will be the subject matter expert on your selected trauma topic. Each round table will follow this format:

1. The moderator will introduce the topic and overview why this selected trauma is important to consider and discuss. The moderator will discuss the impact of their selected trauma on the individual, family, and community levels and also consider race, gender, culture, age, etc. in their discussion.
2. The moderator will share what they have learned about their chosen trauma through their semester of study.
3. The moderator will have discussion questions and/or discussion topics for the class to process and discuss.
4. The moderator will lead the class in a discussion regarding best clinical practices with a trauma survivor of their selected trauma. The moderator will have several questions or discussion points selected to keep the discussion going in order to meet the time designation. The moderator will call on people to add their comments (if necessary).

##### **Grading Criteria Rubric:**

Quality of oral presentation for questions 1 and 2 - 7.5 Points

Quality of role as moderator in leading class discussions - 7.5 Points

#### ■ **Quizzes**

**9 quizzes worth 5 points each = 45 points total**

There will be 9 quizzes that open on Canvas at 10:00 PM on the following dates: **1/11/2023, 1/18/2023, 1/25/2023, 2/1/2023, 2/8/2023, 2/15/2023, 2/22/2023, 3/1/2023, and 3/15/2023**. The closing time for quiz submissions is two days after opening, at 11:59 PM. Quizzes will be based on the readings, powerpoint, and class discussion the day of the quiz. Quizzes must be submitted by the due date and time. There will be no extensions or makeups given by the Instructor for the quizzes.

#### ■ **Class 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 absence, tardiness, or patterns of leaving early may result in a substantial reduction of the final grade or a failing grade. Students may be asked to present a written excuse from a healthcare provider for absences due to illness or other documentation for other circumstances - this doesn't equate to an excused absence. **Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, with more than one absence, the student may be required to withdraw or retake the class. 2 tardy or leaving early = 1 absence. 2 absences will lower the final grade – for example a B will become a B-.**

Evaluation of participation will be based on the following criteria:

- (e) functions within clearly defined professional boundaries (attends classes, arrives in class on time, is prepared for class by completing readings in advance, completes assignments in timely manner);
- (f) demonstrates personal reflection and self-correction to ensure continual professional growth;
- (g) demonstrates professional demeanor during class (is respectful of others, is self-initiating, asks relevant questions, and actively participates in class discussions);
- (h) consults with professor to advance professional development; and
- (i) recognizes and manages personal values in a way that allows professional values to guide practice (in class discussions and role-plays).

### **Class Participation and Attendance worth a total 5 points**

#### **Policy on due dates and assignments**

All assignments are to be submitted by uploading on *Canvas* on the due dates and times. **Note that Canvas will close and assignments will not be accepted after the dates and times deadlines.**

Academic cheating, lying, or plagiarism is a significant violation of the NASW Code of Ethics and the FAU Sandler School of Social Work Student Manual.

#### **Turnitin**

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

## **COURSE EXPECTATIONS AND REQUIREMENTS**

To be successful in this course, students must allocate sufficient time to attend class, complete all required readings, and plan ahead several weeks in preparing class assignments. Students are expected to complete assigned readings prior to class and be prepared to engage actively in critical thinking and sharing ideas.

No extra credit will be allowed. The assignments are intended to demonstrate progressive understanding of the biopsychosocial process of aging, related concepts, and direct practice with diverse older persons.

The MSW program expects each student to exhibit a certain level of mastery in written communications. It also expects each student to seek to improve his or her skills in the interest of professionalism. **Accordingly, a written assignment should be submitted with an absolute minimum of errors in spelling, grammar, syntax, and so forth.** In each class paper, you are strongly encouraged to **paraphrase**. Too many direct quotes will result in a significant reduction of your paper grade

While this is not an English course, the overall readability of a paper affects how that paper will be understood and graded. The university offers assistance to those who need help with writing skills. All written work must be typed or word processed. As social work practice involves extensive use of writing skills, strictness on the instructor's part is another way to ensure that students will present their views in a professional manner.

## REQUIRED TEXTS & MATERIALS

The **required** textbook for this course is available at the campus bookstore:

Clark, C., Classen, C., Fournier, A., & Shetty, M. (2015). *Treating the trauma survivor*. New York, NY: Routledge.

Recommended textbook:

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. Text Revision.

Recommended guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*.

Other course readings may be distributed via *Canvas* (<http://canvas.fau.edu>). Set notifications on *Canvas*, including whether email notifications should go to FAU email or another address (FAU email is generally preferred). If you experience problems, log on to MyFAU or *Canvas*, or contact the help desk 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 session when we will be discussing them.

***Readings are due on date listed. All reading materials except chapters from the required text are posted on Canvas.***

### CLASS DATES, TOPICS, READINGS AND ASSIGNMENTS

Date of Class	Topic of Class	Readings Due	Assignments Due
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<b>1/11/2023</b>	Intro to Trauma and Trauma-Informed Care	Chapter 1	Quiz opens 1/11 and closes 1/13 at 11:59 PM
<b>1/18/2023</b>	Defining Trauma and Trauma-Informed Care	Chapters 2 & 3	Quiz opens 1/18 and closes 1/20 at 11:59 PM
<b>1/25/2023</b>	Engagement in Trauma-Informed Care	Chapter 4 & 5	Quiz opens 1/25 and closes 1/27 at 11:59 PM <b>Reflection Paper Due by 6:59 PM</b>
<b>2/1/2023</b>	Trauma-Informed Assessment	Chapters 6	Quiz opens 2/1 and closes 2/3 at 11:59 PM
<b>2/8/2023</b>	Assessing Safety during Trauma-Informed Care	Chapter 7	Quiz opens 2/8 and closes 2/10 at 11:59 PM
<b>2/15/2023</b>	Psychoeducation in Trauma-Informed Care	Chapter 8	Quiz opens 2/15 and closes 2/17 at 11:59 PM <b>Literature Review Due by 6:59 PM</b>
<b>2/22/2023</b>	Trauma and Substance Use	Chapter 9	Quiz opens 2/22 and closes 2/24 at 11:59 PM
<b>3/1/2023</b>	Transference / Countertransference	Chapter 11	Quiz opens 3/1 and closes 3/3 at 11:59 PM
<b>3/8/2023</b>	<b>NO CLASS – Spring Break</b>		
<b>3/15/2023</b>	Vicarious Traumatization	Chapter 12	Quiz opens 3/15 and closes 3/17 at 11:59 PM <b>Trauma Paper Due by 6:59 PM</b>
<b>3/22/2023</b>	Round Table		Date to be Assigned
<b>3/29/2023</b>	Round Table		Date to be Assigned
<b>4/5/2023</b>	Round Table		Date to be Assigned
<b>4/12/2023</b>	Round Table		Date to be Assigned
<b>4/19/2023</b>	Round Table		Date to be Assigned

\* \* \*

The instructor reserves the right to make changes to the Course Calendar and adjust this Syllabus at any time.

## COURSE POLICIES

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is 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 to 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](#).

### **Plagiarism**

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

### **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](#).

## **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 board. 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/Video Conferencing 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 board. 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.

### **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**

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Service \(CAPS\)](#)
- [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](#)

## **CAPS STATEMENT**

Life as a university student can be challenging mentally, emotionally, and physically. 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 to help improve and maintain well-being. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist students in getting connected to services/providers in your area for ongoing support. For more information, go to <http://www.fau.edu/counseling/> or call 561-297-3540.

## 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 (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

### Contact

- **Boca Raton:** (561) 297-3880 / Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222 / Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721 / Fax: (561) 799-8721, TTY: 711

### 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](#).

### University-Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

**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.