

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
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.			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add _____ Remove _____ <small>* See Definition of a Credit Hour. ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.</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.	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____			Date 2-10-23 _____ 2/13/23 2/13/23 _____ _____ _____ _____ _____

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

SOW 6353 SECTION XXX:

COUPLE THERAPY IN SOCIAL WORK PRACTICE

**Phyllis and Harvey Sandler School of Social Work
Summer 2022
3 Credit Hours**

Instructor:
Office Location:
Office Hours:
Email:

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.

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 <http://sw-cj.fau.edu/ssw/wp-content/uploads/sites/11/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).

COURSE DESCRIPTION

This course introduces students to the theoretical foundations and practice techniques of couple therapy. The major models of couple therapy will be explored. Students will be encouraged to integrate theory with the clinical practice with couples. Students will examine a wide range of populations including minorities, gay and lesbian persons, and persons with disabilities. Students will review case studies of various couples and apply a range of modalities in working with diverse populations.

COURSE PREREQUISITES

There are no prerequisites for this course.

COURSE OBJECTIVES

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

1. Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards to clinical practice with couples through class discussions and activities.
2. Identify and manage personal values in a way that allows professional values to guide practice when working with couples.
3. Evaluate the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power for clients within a couple unit.
4. Use research evidence to inform practice decisions, specifically through the exploration of seminal and contemporary articles on approaches to clinical practice with couples.
5. Develop strategies to engage with clients to resolve problems, including contemporary issues within the context of couple relationships through class discussions and activities.
6. Apply critical thinking to assess and gather information within the couples practice context to support the development of couple treatment goals through the development of an assessment form.
7. Analyze, monitor, and evaluate interventions designed for couples work.

COURSE DELIVERY MODE

This is an 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 click the following link for help. <http://www.fau.edu/oit/accounts/index.php>

The course is organized into weekly units with dates provided for each unit. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic, your assignments for each week will be listed within the unit.

TIME COMMITMENT PER CREDIT HOUR

This course has 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 with links FAU library access

These texts are complimentary and will provide a comprehensive review of the course material.

- Gurman, A.S., Lebow, J.L., & Snyder, D.K. (2015). *Clinical handbook of couple therapy* (5th ed.). The Guilford Press. ISBN-13: 978-1462513925
 - <http://ebookcentral.proquest.com/lib/fau/detail.action?docID=1962465>
- Carson, D. K., & Casado-Kehoe, M. (2011). *Case studies in couples therapy: Theory-based approaches*. Routledge. ISBN-13: 978-0415879439
 - <http://ebookcentral.proquest.com/lib/fau/detail.action?docID=956933>
- Other readings provided on Canvas

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

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.](#)

Other Technologies

Flipgrid

- Will be used for a few assignments in the course
- No installation necessary: can use the app on your phone or website to create your video
- How to video:
https://www.youtube.com/watch?time_continue=46&v=9SFYiYE8W3I&feature=emb_lo
[go](#)

Screencastomatic

- Optional tool for you to record video for assignments
- You will need webcam, headset with microphone, and computer speakers
- View the tutorial here to get started: <https://screencast-o-matic.com/tutorial/welcome-to-screencast-o-matic>

Youtube

- Optional tool for you to record video assignments

- You will need a webcam, headset with microphone, and computer speakers
- Access this page for more information on how-to start a recording:
<https://edu.gcfglobal.org/en/youtube/recording-your-own-videos/1/>

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) 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

Weekly Assignments (35%)

Weekly assignments will vary in format to engage critical thinking (e.g. discussion boards, reflection papers, role plays, review of an article) about knowledge and practice with couples. These assignments will be turned in weekly on CANVAS. This class is aimed to translate learned knowledge into applicable practice skills for advanced clinical social workers specifically working with couples. APA 7 format is required.

You will benefit more from this class if you engage and participate actively with the online modules and live lectures. Ask questions, share experiences, and be actively involved! An old Chinese proverb says, “Tell me and I will forget – Show me and I may remember – But involve me and I will understand.”

These assignments are due **weekly by Sunday at 11:59pm.**

Practical application of Couple Therapy Interventions through Role Play (30%)

An essential part of social work practice with couples is completing a thorough assessment to understand a couple's unique circumstances. Throughout the course, you will be exposed to various treatment modalities that emphasize assessment and specific interventions in completing effective treatment with couples. In order to prepare you for clinical practice, you will choose and review one of the case scenarios exemplified in Carson & Casado-Kehoe (2011) and video a role play conveying how you would assess and intervene with the clients. You may elect to use any of the case scenarios presented, and subsequently choose a different theoretical framework to respond (e.g., versus the authors' selection).

1. Provide an introduction (approx. 3-5 minutes) at the start of the video describing:

A) which case study you chose and verbally cite the Carson & Casado-Kehoe (2011) chapter and page number

B) a brief biographical overview of the case (e.g., names, ages, presenting concern)

B) type of session, your intended goal for the session, and what modality you will be using

(e.g., Ongoing session-3rd session with both members of the couple present, focus on the acknowledgment factor of communication, communication techniques of Imago Relationship Therapy).

2. Video a role play of a session using at least 2 key techniques from one of the modalities reviewed to this point in the semester. This role play will be an 8-10-minute segment of a therapy session with you as the identified therapist and a couple.

3. At the end of the video summarize (approx. 5-7 minutes) key points you used in the session. Additional commentary should include how you experienced the role of the therapist and feedback (e.g., supportive, constructive) in that role.

You will submit this in CANVAS. You may record and upload each portion separately. Instructions will be provided in the assignment on CANVAS on how to upload this video (e.g., private YouTube).

The role play is due and serves as your **Week 8 assignment**.

Presentation on Contemporary Couple Issue (35%)

Social work practice is continually evolving, and likewise, our clients are continually faced with new experiences that may challenge us to learn about new ways to assist them. Recognizing, identifying, and understanding issues that couples face in their daily lives will be critical to your practice. Additionally, you will need to consider how this may impact your identity development as a social worker through knowledge of theoretical and practice models. Clinicians may find themselves drawn to specific models, or possibly having adverse reactions to a particular model. It is important to evaluate and understand these reactions. This presentation will encourage you to synthesize all of the knowledge you have gained in this course with your developing lens as a social work practitioner. Consider some of your weekly assignments as foundational for this final assignment.

Each student has the choice to present individually or with another classmate on a contemporary couple issue. If you work with a partner, note you will be graded individually based on your contribution level throughout the presentation. This will be a recorded presentation submitted via CANVAS. Suggested use of PowerPoint with video (audio)

embedded throughout for each slide. Instructions will be provided in the assignment on CANVAS on how to upload this video (e.g., private YouTube).

This presentation will be approximately 20-25 minutes in length and include:

- a. An overview of the contemporary couple issue (definition and any co-morbid issues). This is to include reference/synthesis of information in selected Gurman chapter (or other approved literature)
- b. Prevalence/history of this issue in American culture
- c. Presentation of at least two empirical articles that identify a means to work with this issue in a clinical manner. These articles can reference a theoretical framework or suggested modality for intervention with this issue. (Consider those covered in the course material and beyond.)
- d. Personal commentary and reaction(s) to the specific cases studies exemplified in your readings. These commentaries or reactions should highlight how you would see yourself using these techniques or modalities in practice. (Cite which case you are discussing.)
- e. Overview of at least one resource to use in clinical practice (e.g. handout on techniques, online training, manual, etc.)

Potential topics include infidelity, cyber-infidelity, long-distance relationships, addiction, chronic illness, severe mental health, intimate partner violence, sexual trauma, divorce/remarriage. This list is not exhaustive, but rather suggestive. Ask for suggestions, as needed.

Please include a reference page in your presentation, as your classmates may need to reference this in future clinical practice.

Due dates for this assignment:

- a. Topics and Gurman reference chapter (or other approved literature) will be selected and approved by the end of **week 4**. No two groups will present on the same topic. A sign-up discussion board will be posted on CANVAS.
- b. Recorded presentations (e.g. Powerpoint) will be submitted to CANVAS by the beginning of **Week 10**.
- c. Presentations will be viewed in **Week 11 and 12** in collaboration with the weekly assignment.

GRADING CRITERIA

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

Assessment	Percentage (%)
Weekly Online Assignments	35%
Practical application of Couple Therapy Interventions through Role Play	30%
Presentation on Contemporary Couple Issue	35%
TOTAL:	100%

GRADE SCALE

Grade	Percentage (%)
A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%

C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

LATE ASSIGNMENTS POLICY

Assignments are expected on time, as per the date in the course schedule. If you require an accommodation, it will need to be approved at least one week in advance of the due date.

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.

COURSE SCHEDULE

Please read the required readings in preparation for each week of the course.

<i>CLASS/UNIT</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments</i>	<i>Due by:</i>
Week 1 5/14-5/22	Introduction to the Course Introduction to Relational Concepts -Systems Theory -Common Factors in Couple Therapy	Gurman Ch. 1 Readings on Canvas	Week 1 Assignment	5/22 at 11:59pm
Week 2 5/23-5/29	Foundation for Relationships Assessment	Gurman Ch. 5 Carson Ch. 25 Readings on Canvas	Week 2 Assignment	5/29 at 11:59pm

	-Pre-marital counseling			
Week 3 5/30*-6/5 *School Holiday-Memorial Day	Ethics in Couple and Family Therapy -Cultural competence	NASW Code of Ethics, NASW Practice Standards Readings on Canvas	Week 3 Assignment	6/5 at 11:59pm
Week 4 6/6-6/12	Bowen Family Systems and Structural Family Therapy	Gurman Ch. 9, 13 Carson Ch. 7 Readings on Canvas	Week 4 Assignment Submit topic/group for CCI presentation via CANVAS discussion board by 6/12	6/12 at 11:59pm
Week 5 6/13-6/19	Emotion Focused Therapy	Gurman Ch. 4 Carson Ch. 15 Readings on Canvas	Week 5 Assignment	6/19 at 11:59pm
Week 6 6/20-6/26	Narrative Therapy	Gurman Ch. 10 Carson Ch. 22 Readings on Canvas	Week 6 Assignment	6/26 at 11:59pm
Week 7 6/27-7/3	Solution-focused Therapy with Couples	Gurman Ch. 11 Carson Ch. 21 Readings on Canvas	Week 7 Assignment	7/3 at 11:59pm

<p>Week 8</p> <p>7/4*-7/10</p> <p><u>*School Holiday: Independence Day</u></p>	<p>Special Topics in Practice: Special Topics in Practice: Imago Relationship Therapy with</p> <p>Dr. Laura Zipris and/or Behavior Couple Therapy and Substance Use</p> <p>Dr. Erin McNamee</p>	<p>Carson Ch. 16</p> <p>Readings on Canvas</p>	<p>Week 8 Assignment: Role Play Assignment</p>	<p>7/10 at 11:59pm</p>
<p>Week 9</p> <p>7/11-7/17</p>	<p>Termination with Couples</p>	<p>Readings on Canvas</p>	<p>Week 9 Assignment</p>	<p>7/17 at 11:59pm</p>
<p>Week 10</p> <p>7/18-7/24</p>	<p>Special Topics in Practice: Sex Therapy</p> <p>Dr. David Landsman-Wohlsifer and/or Experiential Therapies-Psychodrama and private practice</p> <p>Melyssa Edmunds, LMFT</p>	<p>Readings on Canvas</p>	<p>Week 10 Assignment</p> <p>Presentations on Contemporary Couple Assignment</p> <p>Due on CANVAS by <u>7/18*</u> at 11:59pm</p>	<p>7/24 at 11:59pm</p>
<p>Week 11</p> <p>7/25-7/31</p>	<p>Contemporary Issues in Couple Therapy, Part 1</p>	<p>Gurman Ch. 14-26 (TBD)</p> <p>Readings on Canvas</p>	<p>Week 11 Assignment</p>	<p>7/31 at 11:59pm</p>

Week 12 8/1-8/5	Contemporary Issues in Couple Therapy, Part 2 Course Reflections	Gurman Ch. 14-26 (TBD) Readings on Canvas	Week 12 Assignment	8/6* at 11:59pm
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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.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

SPECIAL COURSE REQUIREMENTS

Recorded lectures on Special Topics: Guest speakers

There will be four guest speakers throughout the course of the semester. Their presentations will focus on an introduction to a specific intervention for couple therapy and the application in practice. Relevant evidence-based resources will be provided.

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](#).

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.

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

- [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.

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