

FAU FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department School of Criminology and Criminal Justice College College of Social Work and Criminal Justice (To obtain a course number, contact arudolph@fau.edu)		
Prefix CCJ Number 6216	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Select one Lecture	Course Title Prison Gangs
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Guidelines) This course is a critical examination of the characteristics and impacts of prison gangs, including criminal justice system responses to prison gangs, prison culture and organization, and how they influence misconduct, victimization, and desistance from gangs and crime. The course will examine the relationship between prison gangs, communities, law enforcement, and other groups of people. In addition, the course will examine the role of prison gangs in criminal behavior as well as the use of traditional theories of crime (e.g. structural and process perspectives) in the	
Effective Date (TERM & YEAR) Summer 2022			
Prerequisites		Corequisites	Registration Controls (Major, College, Level) College of Social Work and Criminal Justice, Graduate
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Pyrooz, D. C., & Decker, S. H. (2019). Competing for control: Gangs and the social order of prisons. Cambridge University Press. (ISBN: 9781108498357, 1108498353) {syllabus attached}	
Faculty Contact/Email/Phone Gabriel T Cesar/cesarg@fau.edu/(602)692-7069		List/Attach comments from departments affected by new course	

Approved by Department Chair <u>Wendy [Signature]</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date <u>2/11/2022</u> 2/10/22 03-07-2022 _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.



ONLINE COURSE SYLLABUS:
PRISON GANGS (FULLY ONLINE)

COURSE# CCJ 6934* SECTION# 00 * CRN#
3 CREDIT HOURS
SUMMER 2022 (HALF)

FACULTY INFORMATION:

Gabriel T Cesar, PhD
Assistant Professor
School of Criminology and Criminal Justice
Email: cesarg@fau.edu

COURSE MEETING TIMES AND LOCATION:

No Meetings (Online Listing)

OFFICE HOURS:

I will have office hours online (via Canvas Conferences) for one hour or so each week (date/time tbd via class vote). That way we can stay in touch, communicate in real time, and address any questions you may have as the semester progresses. I picture these office hours as a group thing, where everyone can meet up. If you would like to schedule a one-on-one meeting via video, we can schedule that as well, just reach out to me via email!

I will do my best to respond to emails within 24 hours. Often times, a quick email exchange can go a long way, and I am always happy to help. In any class, communicating with professors is an important component of success. Please do not hesitate to email me with any questions, comments, or points of clarification that may arise as we proceed through the semester. Like I said, I am always glad to help, however I can.

Please use only your FAU.edu email for the purposes of this course. This is important for both information security and student privacy. Emails from non-FAU email addresses may not be prioritized as a class-related message, or may end up in a SPAM folder. Most importantly, FAU.edu email addresses are the only way to be sure I am communicating with a student.

The most organized, effective, and professional emails all start with clear and concise subject lines. When emailing me, please make sure you include our course number, and whether you are in an online or in-person class. That will help me prioritize and process your email. It is also a great habit to get into as you move from well-organized student to highly-effective professional. If you have questions let me know!

COURSE DESCRIPTION:

This course is a critical examination of the characteristics and impacts of prison gangs, including criminal justice system responses to prison gangs, prison culture and organization, and how they influence misconduct, victimization, and desistance from gangs and crime. The course will examine the relationship between prison gangs, communities, law enforcement, and other groups of people. In addition, the course will examine the role of prison gangs in criminal behavior as well as the use of traditional theories of crime (e.g. structural and process perspectives) in the explanation of prison gang behavior.

COURSE PREREQUISITE(S): Post-Baccalaureate standing

LEARNING GOALS: Upon successful completion of the course, students should be able to:

1. Understand the theoretical explanations of prison gang behaviors.
2. Identify the characteristics of prison gang members.
3. Identify the characteristics of prison gangs.
4. Understand the role of gangs in the social order of prisons.
5. Articulate the distinction and overlap between misconduct and victimization in prison gangs.
6. Understand the processes of avoiding, joining, and disengaging from prison gangs.
7. Identify prison gang intervention strategies.
8. Develop or augment a functional understanding of peer-reviewed research.

REQUIRED BOOKS:

Pyrooz, D. C., & Decker, S. H. (2019). *Competing for control: Gangs and the social order of prisons*. Cambridge University Press. (ISBN: 9781108498357, 1108498353)

OTHER REQUIRED RESOURCES:

You are responsible for having a reliable computer and internet connection throughout the course. These are available to students at multiple locations at all campuses.

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

- A functioning computer, up-to-date within the last 5 years. Please note, *mobile devices such as tablets or smartphones are not recommended for use with Canvas*. The Canvas mobile app can be used for occasionally checking on the course, but the mobile app will not display the course in its entirety. You must access the course regularly from a full-featured laptop or desktop computer.
- A web browser, updated to the most recent version. Chrome, Mozilla Firefox, or Safari are the preferred browsers for accessing Canvas. *Internet Explorer is not recommended for use with Canvas*.
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone and speaker attached to your computer

STATEMENT OF WORKLOAD EXPECTATIONS:

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 is required for Summer Semesters, which may be offered over a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

LEARNING ACTIVITIES:

1. Weekly Reading Assignments

Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. All assigned readings may be covered on quizzes, exams, or other assessments. You are expected to complete assigned readings before taking quizzes or completing discussion boards as indicated in the course schedule (and as needed to have the class discussions discussed below). Other reading assignments or suggestions may come from web-based resources. You may also need to access peer-reviewed research.

***** I strongly encourage you to underline, highlight, or *otherwise note* (e.g. write down) the main idea in each paragraph. That is the best way to “boil down” the wealth of information we will read and cover this semester. That will be very helpful in preparing for DBs, studying for quizzes, and connecting your journal articles to the readings from class for your final paper. As my old professor used to say, EVERY paragraph is structured around one main idea, so if there was no main idea, there would be no paragraphs. *****

2. Weekly Chapter Presentations

Each week, students will be responsible for generating and presenting a PowerPoint presentation that summarizes the main points of the weekly chapters. Each student will be assigned one week (week 1 through week 6) to present so that all students have a chance to present. A sign-up sheet will be posted prior to class so that students can select the week that works best for them. Student chapter presentations will be conducted between Sunday and Tuesday (depending on student and professor availability) via Zoom with the presenters and the professor (that’s me). The student will present, and the professor will ask some questions and comment on the material for the week. The presentations and discussions will be recorded for the rest of the class to review on their own time.

3. Weekly Class Discussion Boards

In the area of prison gangs, there are many open-ended questions, or questions that may have different answers based on interpretations of the constitution, the meaning of democracy, local context, personal experience, and many other perspectives. In addition to lectures and readings, our class will involve discussions online via Canvas. It is important that students not only read the material, but also have time to ponder and make sense of the material. Class discussions help students exchange ideas, and also to explore avenues of inquiry that may have been missed by the readings or the professor. Class discussions are an excellent opportunity for students to synthesize course material and contribute to the development of the course. They are also an opportunity to organize your thoughts and prepare for quizzes and the final paper.

Students are expected to participate in the Discussion Board each week (due each Wednesday). Each student should make (at least) two posts each week, one in response to the discussion board topic posted by the professor, and one in response to another student’s post. Posts are to be respectful, express an opinion based on the readings and be relevant to the question posted for the discussion board that week.

Students should expect to post (at least) 5-7 insightful sentences organized around a main theme in response to the DB prompt. When you post your second response (on the post of a fellow student), you should specifically identify whether you agree or disagree with a

fellow classmate's post and why. This should be (at least) 5-7 sentences. In response posts, be sure to go beyond simply agreeing or disagreeing to contextualize your response in ideas from the course materials, and to engage with your fellow students.

4. **Weekly Quizzes**

There will be weekly quizzes over the course of the semester (open each Friday at 12 am EST, due each Saturday by 11:59 pm EST). The quizzes will be comprised of a variety of objective question types (e.g., true/false, multiple choice, fill-in the blanks), and short-answer or full-length essay questions). Grades on the exams will correspond to the cut-offs listed in Table 2.

5. **FINAL PAPER: Comparison of Scholarly Articles –**

At this level of your career, I expect that you are able to properly and consistently format academic papers (e.g., in APA format), and to submit grammatically sound writing assignments. If you struggle in your writing, I suggest trading papers with a colleague in class. Proofreading another student's work helps improve your own writing, and also helps out your colleague. At the same time, an outside eyeball on your work often helps identify small mistakes that you might have missed.

*****All writing assignments should be submitted to Canvas as a Microsoft Word document, and in accordance with APA formatting guidelines. Pro Tip: If Word puts any type of line under any parts of your paper, right click it and correct it!**

Select two **peer-reviewed** journal articles that examine issues regarding prison gangs. These are articles published in a **peer-reviewed** scholarly journal (as defined in the syllabus and course content). You are free to use **peer-reviewed** research referenced in our readings or in class. Just be careful to use **peer-reviewed** research articles! **Book chapters do not count as peer-reviewed journal articles, nor do online sources, government reports, news stories, etc.** Make sure you let me know if you have any questions. Also reach out if you'd like me to review an outside source. Send me a pdf of the article, and I will check it out.

Please also be aware that if this paper does not compare and contrast two PR articles as presented in the videos, links, and syllabus, you will not receive credit for the assignment. Make sure you are consistent with APA formatting. And please be advised, the paper will not be graded until it is submitted through Turnitin. Plagiarism will not be tolerated, so make sure you are using your own words, and not copying your work from ANYWHERE.

The paper is straightforward, but remember that this one assignment is worth A QUARTER of your final grade, so make sure you are fully familiar and comfortable with APA formatting, peer-reviewed research, and comparing and contrasting different sources of information. APA formatting is worth 25% of your final paper grade, so if you do not write your paper in APA format, the best grade you can earn is a 75%. Another 25% of the final paper grade based on grammar and clarity. The final 50% of your final paper grade is based on content, detail, insight, and mastery of the content.

- Your paper should provide a 2-4 page description of what each article is about (i.e. research questions), what its method of study was (i.e. what data was collected, from whom, and how many), and three key findings.

- You should then provide a 2-4 page section identifying what the articles have in common and what differences exist between the articles. This analysis should go deeper than simple comparisons like "one is by author A and the other by author B" and should instead **focus on comparing and contrasting the research questions, methods, and findings.**
- Your paper should conclude with a 2-4 page reflection on the synthesis, for example discussing future areas where more knowledge is needed and how that knowledge might be gained (i.e. directions for future research), what you learned or were surprised by in your synthesis, whether the research was consistent or divergent from concepts in our class readings, etc.

SUBMITTING ASSIGNMENTS

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email. Your written assignments should be submitted in Microsoft Word documents, and should follow APA formatting guidelines.

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.

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to 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!

1. **Academic Dishonesty** – In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('XE') and in appropriate disciplinary action being initiated. The possible sanctions include, but are not limited to, grade penalties, permanent record on your transcript of academic dishonesty, loss of registration privileges, disqualification, and dismissal. Please see the official Policy on Cheating and Plagiarism for more details about the consequences of academic dishonesty.
2. **Copyright** – All class materials (e.g., quizzes, exams, images, lectures) are designed by the instructor and are the intellectual property of the instructor. These materials are protected by federal copyright law [Title 17, U.S. Code]. The use of these materials is strictly reserved for this classroom environment and your use only. Any unauthorized copying—including video-

recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. This means you CANNOT upload any of the course material to “study sites or apps” such as: CourseHero, Socratic, Quizlet, Koofers, StudyBlue, and similar sites/apps. Written permission must be secured from the instructor to sell the instructor’s oral communication in the form of notes. Notes must have the note-taker’s name, the instructor’s name, the course number, and the date.

3. Electronic Review – To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
4. Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of either the American Psychological Association (APA) or the American Sociological Association (ASA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.
5. Code of Academic Integrity: You do not need or want to cheat. **Bad things may happen if you cheat.** DO NOT CHEAT. Students at FAU 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. See [University Regulation 4.001](#) for more info.
6. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
 - a. Direct Quotations – As a general rule, direct quotes should be avoided. It is almost always better to explain something in your own words, and then cite your source so your source. Especially in writing for class, where your goal is to demonstrate mastery of the material and ideas under consideration. Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
 - b. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else’s.
 - c. Using Other’s Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not

your own, original idea, you must provide a citation to the source from which you obtained this idea.

- d. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- e. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
- f. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

RELATIVE WEIGHTS OF GRADED ASSESSMENTS:

Table 1: Graded Assessments and their Values

Discussion Boards	25%
Weekly Quizzes	25%
Chapter Presentation	25%
Comparison of two scholarly articles	25%
TOTAL (FINAL GRADE)	100%

FINAL COURSE GRADING SCALE:

Table 2: Grading Scale

Average Between	Equals
94.00% and 100.00%	A
90.00% and 93.99%	A-
87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E

SPECIAL LEARNING NEEDS:

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/.

Please let me know if you have any questions regarding this process.

DUE DATES:

Planned Excused Absences – In an online course, there is more flexibility in when lectures and other learning materials are accessed, compared to a face-to-face course, but **the course due dates are not flexible**. If you know that a future event will interfere with your ability to complete course work, you are encouraged to contact the instructor to make arrangements for completing the assignments. Provided that student informs the instructor of the reason for the absence at least one week in advance of the absence, the instructor will attempt to make arrangements, only when absences are due to any of the following three reasons:

- a. religious reasons;
- b. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
- c. university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).

LATE SUBMISSIONS:

Written assignments are to be submitted by the due date. Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided.

MAKE-UP WORK:

If you are seriously ill or you are injured in a manner that prevents you from completing your work, you should email me to let me know that you are sick or injured as soon as possible. The same is true for the death, injury, or serious illness of an immediate family member. Please be advised that for missed work based on an emergency situation to be excused, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), a death certificate or other form of proof of a family member's death, etc.

(CW/TW) CONTENT WARNING:

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. *If you have experienced criminal victimization or some other type of trauma in your past that you feel may impact your ability to fully participate in the class, please notify me as soon as possible if we are covering material that causes you to experience distress. Students are responsible for any*

material presented in the course. In the alternative, if after discussing the situation with me you are completely unable to engage with the material, we can explore the option of an alternate assignment.

If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

STUDENT CONDUCT:

The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of etiquette:

- **Disruptive Behavior Policy Statement:**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted 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 Student Conduct Policy <http://www.fau.edu/studentconduct/>

- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs.
- Please use proper grammar, spelling, and punctuation in all course-related communications, whether that is in the discussion boards, emails to the instructor, or assignments. "Text lingo" and other invented spellings are not allowed.
- What to Call Me – Please refer to me as Professor Cesar.

OTHER IMPORTANT POLICIES:

Drop/Withdrawal Policies – For information on dropping/withdrawing from a class, check with your advisor and review the university calendar for deadlines.

1. Copyright – All class materials are designed by the instructor and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Written permission must be secured from the instructor in order to sell the instructor's oral communication in the form of notes. Notes must have the note-taker's name as well as the instructor's name, the course number, and the date.

SEXUAL VIOLENCE AND HARASSMENT:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

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

SUPPORT SERVICES AND ONLINE RESOURCES

Office of Information Technology Online Help Desk:	Link to FAU Help Desk
FAU Libraries:	Link to FAU Library
Center for Learning and Student Success:	Link to FAU Center for Learning
University Center for Excellence in Writing:	Link to FAU Excellence in Writing
Office of Undergraduate Research and Inquiry:	Link to FAU Undergraduate Research
Student Accessibility Services:	Link to FAU Student Accessibility Services