



**FLORIDA  
ATLANTIC  
UNIVERSITY**

## NEW COURSE PROPOSAL

### Graduate Programs

Department School of Criminology &amp; Criminal Justice

College College of Social Work &amp; Criminal Justice

(To obtain a course number, contact [erudolph@fau.edu](mailto:erudolph@fau.edu))

UGPC Approval \_\_\_\_\_

UFS Approval \_\_\_\_\_

SCNS Submittal

Confirmed \_\_\_\_\_

Banner Posted

Catalog \_\_\_\_\_

Prefix CCJ

Number 6696

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

**Lab  
Code**

### Type of Course

Lecture

**Course Title**

## Human Trafficking: A Global Justice Issue

**Credits** (Review  
Provost Memorandum)

3

**Effective Date**  
(TERM & YEAR)

Fall 2021

**Grading**  
(Select One Option)

**Regular**

Sat/UnSat



**Course Description** (*Syllabus must be attached; see Guidelines*)

This seminar style course is an examination of modern day slavery, or human trafficking. In this course students learn about the different types of human trafficking including sex and labor trafficking, domestic servitude, debt bondage, organ trafficking, child soldiering, and forced marriage. Students also learn who the offenders and victims are, the trauma experienced by victims, the national and global scope of the problem and the role that governments, the criminal justice system, NGO's and culture play in this issue.

## Prerequisites

None

### Corequisites

No

### Registration Controls (Major, College Level)

Criminology & Criminal Justice,  
College of Social Work &  
Criminal Justice. Master's

***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**

Busch-Armendariz, N. B., Nsonwu, M., Heffron, L. C. (2018). Human Trafficking: Applying Research, Theory and Case Studies. Thousand Oaks, CA: Sage.

Faculty Contact/Email/Phone

Dr. Calli Cain / cainc@fau.edu / 561-297-3000

List/Attach comments from departments affected by new course

Approved by	Date
Department Chair	2/4/2022
College Curriculum Chair	2/7/22
College Dean	03-07-2022
UGPC Chair	
UGC Chair	
Graduate College Dean	
UFS President	
Provost	

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



## CCJ 6934 HUMAN TRAFFICKING: A GLOBAL SOCIAL JUSTICE ISSUE

### 3 Credit Hours - Course Syllabus

Fall 2019 – 8/19 to 12/11

**Instructor:** Calli M. Cain, PhD

Assistant Professor

School of Criminology & Criminal Justice

**Email:** [cainc@fau.edu](mailto:cainc@fau.edu)

**Office:** SO-44, Room 211

**Class meets:** Thursdays in Fleming Hall (FL) Room 426 at 6:30 – 9:20 p.m.

**Office hours:** 1:30 p.m. – 2:30 p.m. Tuesday/Thursday in person, via WebEx, or by appointment

#### **Text (required):**



Busch-Armendariz, N. B., Nsonwu, M., Heffron, L. C. (2018). *Human Trafficking: Applying Research, Theory and Case Studies*. Thousand Oaks, CA: Sage.

ISBN paperback: 9781506305721

ISBN electronic version: 9781506305738

- **Additional readings will be assigned and available on Canvas.**

**Each of you will also be responsible for reading & doing a presentation about another book. These will be assigned in week 1 - look at book list ahead of time to determine your top 3 choices. You can either buy a copy of your assigned book online or get it from FAU library (use Inter-Library Loan if needed)**

1. Ending slavery: How we free today's slaves – Kevin Bales
2. A crime so monstrous: Face-to-face with modern-day slavery – Benjamin Skinner
3. Sex trafficking: Inside the business of modern slavery – Siddharth Kara
4. Disposable children: America's child welfare system – Golden
5. The road of lost innocence: The true story of a Cambodian heroine – Somaly Mam
6. Sex slaves: The trafficking of women in Asia – Louise Brown
7. Renting Lacy: A story of America's prostituted children – Linda Smith & Cindy Coloma
8. Girls like us: Fighting for a world where girls are not for sale (A memoir) – Rachel Lloyd
9. Slave across the street: The true story of how an American teen survived the world of human trafficking – Theresa L. Flores
10. Beautiful justice: Reclaiming my worth after human trafficking and sexual abuse – Brooke Axtell
11. Blood & Earth: modern slavery, ecocide, & the secret to saving the world – Kevin Bales
12. The slave next door: Human trafficking & slavery in America today – Kevin Bales & Ron Soodalter
13. A long way gone: Memoirs of a boy Soldier – Ishmael Beal
14. The red market: On the trail of the world's organ brokers, bone thieves, blood farmers, & child traffickers – Scott Carney
15. Survivors of slavery: Modern-day slave narratives – Laura T. Murphy
16. Forced marriage: Introducing a social justice and human rights perspective – Sundari Anitha
17. Not for Sale: The return of the global slave trade & how we can fight it – David Batstone

**Course Overview:** This semester we will be looking at a very real and difficult topic, modern day slavery, or human trafficking. The term “human trafficking” is used to refer to a variety of illicit activities, including force sexual exploitation, forced labor, debt bondage, domestic servitude, trafficking for organ

removal, child soldiering and forced marriage. Although the term “human trafficking” is relatively new, human beings have been bought and sold for thousands of years for various purposes, such as domestic and manual labor, or sexual exploitation. This class is designed to help students gain a better understanding of theories, research, and responses to human trafficking. Students will learn about the following topics throughout the semester: the different types of human trafficking, the business of modern-day slavery, who the offenders and victims are, and the role that politics, the criminal justice system, universities, media, NGO’s and culture play in this issue, both domestically and globally. The course will also cover society’s response to human trafficking including a focus on policy, scholarship and public awareness. In addition, the course will explore the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking and the methods used to recruit and control them. We will be looking at some very depressing and often unimaginable topics, but we will also experience some of the most inspirational and amazing stories of people that have taken on this significant social issue.

### **Course Objectives.**

1. Students will gain factual knowledge of human trafficking globally and in the United States.
2. Students will learn key terms, classifications, and research methods related to the phenomenon of human trafficking as it relates to criminology, victimology, and criminal justice practice.
3. Students will gain familiarity with theoretical perspectives regarding the human trafficking.
4. Students will acquire an understanding of how to apply course material as they think about each aspect of human trafficking including legislative and policy implications.
5. Students will learn to analyze and critically evaluate international and domestic policies and practices related to human trafficking.
6. Students will learn how to deeply reflect on a topic and how to engage with others in an academic setting on an important societal issue.
7. Students will have an opportunity to become more than a concerned observer – and grow as a knowledgeable reformer.

**Student Learning Objectives.** Upon satisfactory completion of this course students will understand forms, causes, and consequences of human trafficking globally, nationally, and locally. Specifically, the course aims to improve students’ capacity to:

1. Demonstrate an understanding of the major forms of human trafficking including sex trafficking, labor trafficking, child soldiering, and child sex tourism.
2. Be able to describe basic dynamics of human trafficking including legal definitions, common misconceptions, prevalence, and profitability (i.e., the business of trafficking (supply/demand, who are the offenders & how do they profit)
3. Be familiar with the movement of human trafficking victims internationally and within countries.
4. Be able to describe international trafficking and recognize the characteristics of traffickers, recruiters, facilitators, consumers, and victims.
5. Be familiar with the theoretical explanations and predominate perspectives of human trafficking represented in the current academic and public discourse.
6. Understand the difficulties of contemporary research on human trafficking including definitional, sampling, data collection issues.
7. Be able to describe sex trafficking in the United States and recognize the characteristics of traffickers, facilitators, consumers, and victims.
8. Understand challenges that the crime of human trafficking presents to the criminal justice system including barriers to prevention, prosecution, and protection on local, state, and federal levels.
9. Gain practical tools for responding to victims of human trafficking and educating others regarding the dynamics of human trafficking.
10. Understand the historical context of slavery and how it relates to modern day slavery

11. Be familiar with key organizations addressing issue related to human trafficking legislation, public awareness, detection, and victim services.
12. Be able to explain the relationship & distinctions between sex trafficking, prostitution, & commercial sexual exploitation of minors; and how pornography fits in the mix
13. Be able to explain the distinction between human smuggling and human trafficking, and talk about how they smuggling can lead to trafficking
14. Understand the collaborative/task force model for combatting human trafficking (includes NGO's, community-based & criminal justice system actors)

**Class Format.** The course is seminar-based, and as such presumes active weekly participation on the part of all students. Weekly readings will be available via the text book or electronically on Canvas. Class sessions will be a combination of lecture, discussion, videos and in-class activities. Lecture material is intended to supplement, not review, the readings. Because the readings are a major source of learning, students are expected to study this material as it is assigned.

**Agreement:** By remaining in this class, you have *cheerfully* agreed to the policies and expectations identified in this syllabus. Consider this syllabus a class contract between the instructor & students.

**Grading Scheme:** Your final grade will be based on the following distribution.

**Session leader & book discussion:** 22 points (22%)

**Final term paper:** 25 points (25%)

**Written Papers:** 2 at 10 points and 1 at 5 points (25%)

**Class participation & contribution:** 15 points (15%)

**Discussion questions & diligence:** 13 points (13%)

**Total points possible: 100 points**

Grades will be given according to the university grade distributions and cut-off points.

#### **Grading Scale**

Total points	100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-60	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

**Grading Note:** I will NOT curve nor barter your grade at the end of the semester. Be sure to check your grades on a weekly basis so there are no surprises at the end of the semester!

#### **Session leader & book discussion: 22% (22 out of 100 course points)**

- o You will be assigned to lead one of the regular class sessions (Aug. 29 – Nov. 26). Each of these sessions will begin with a brief “mini-lecture” by the professor. As session leader, you will then be expected to: (1) present the content of the book assigned to the leader for that session, and (2) pose meaningful questions about the common reading and facilitate the discussion. You will be evaluated on your comprehension of the material and on the efficiency of your presentation. Also, while you are given the autonomy to present as you wish, your classmates are likely to find an outline or summary of the material to be helpful.

#### **Final term paper: 25% (25 out of 100 course points)**

- o In lieu of a final exam, students will instead submit a paper as the final course assessment. Papers must be turned in on Canvas via *TurnItIn* (anti-plagiarism software). Do not print your paper to hand into me. Do NOT use a title page. Do not put extra spacing after paragraphs. Use 1” margins all around. Text is to be double spaced, using Times New Roman with 12 point font. Grammar, punctuation, & spelling are graded (rubric on canvas).

- Each student will have the opportunity to study individual country/region and cases, which illustrate the suffering of the survivors and their families, and the sophistication of the business structure from the underlings to those making fortunes in today's slave trade that involves government, investors and police as well as criminal networks (proposed by the student and approved by the instructor. For this paper, you must choose a specific **type** of human trafficking **AND** choose **a country or region** and describe it in detail – e.g., who the victims are, how they are recruited and controlled, who the perpetrators are, and what is being done to combat the problem. This paper should include at least 4 academic sources excluding the textbook and be at least 7 full pages in length, excluding the reference page. Your professional sources may include books, peer reviewed journal articles, and website material from **recognized** academic, government or professional organizations (i.e., Wikipedia and blogs are not acceptable sources). More info about this paper will be given in class. You must also have your topic and region approved by the professor by beginning of class during week 7.
- Note that research papers must be **prescriptive** (i.e., featuring a critique, evaluation, or set of legal or policy recommendations) rather than being merely descriptive of an issue.

**Written papers: 2 at 10pts each & 1 at 5pts (25 out of 100 points):**

- Each student will have to complete 2 academic paper assignments & 1 personal reflection paper during the course. More details about each will be available on Canvas during the 2<sup>nd</sup> week of class. Paper 1 and 2 are each worth 10 points and the course reflection paper is worth 5 points. Every day it is late will result in a 3 point deduction (even if it is an hour late). You may turn in papers at any time before the due date (it is highly encouraged!)
- **Paper #1 (10pts):** Media reaction paper – media/news response paper.
- **Paper #2 (10pts):** Documentary reaction paper – documentary response/reaction paper.
- **Course Reflection Paper (5pts):** A personal reflection paper on the course material.

**Class participation & contribution: 15 points (15%)**

- Students in this course will be graded for class participation & weekly course contributions and in class assignments. You are expected to read and study carefully all the assigned material prior to the class meeting in which it is to be discussed and to participate effectively in class discussion. Please note that it is acceptable to be wrong, to misinterpret, to be shy, or simply to misunderstand. **It is not acceptable to be unprepared.** If you are not prepared for class, then you should be prepared to lose points and to be embarrassed in class. You are also expected to listen carefully to the special book presentations by other students, ask informed questions, and offer constructive criticisms.
- Because the class meets only once a week, attendance is mandatory and class participation is calculated as part of each student's final grade. One class absence is allowed over the course of the semester, but each additional absence will result in the student's final grade being lowered by a complete letter grade (i.e., an A- will become a B+, a C+ becomes a C, etc.). Students with perfect attendance records enjoy an enhanced class participation grade. **Please note that even if a student misses a class they must still complete & timely submit the reflection questions for that week's readings.**
- Excused absences include documented illness, deaths in the family and other documented crises, a call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Discussion questions & diligence: 13 points (13%).**

- You are required to develop TWO discussion questions based on commonly assigned readings each week (i.e., the 13 weeks asterisked on the schedule that common readings are assigned). The questions should be sent via an email to that week's session leader and to the professor by Wednesday at noon.



The session leader or I may discuss some of these questions in class. For the “diligence” portion of your grade, I will evaluate the thoughtfulness of these questions & their pertinence to the weekly topic.

**Out-of-class work expectations:** Students are expected to spend no less than 2 hours and 20 minutes a week of course-related work outside the classroom PER credit hour awarded for a course. For a 3-credit course like this one, students should expect to spend **no less than 7 hours** of course-related work weekly outside of class.

**Extra Credit:** Throughout the course, I *might* offer an extra credit opportunity. Do not ask for it. I will tell the class about the any extra credit assignment and the requirements to gain extra points.

**Team Spirit:** All education should be collaborative. This course especially will be a collaborative effort. We will work with each other to develop your abilities to read, think, discuss, and write critically about a variety of sources. We will work especially hard on improving your ability to communicate effectively orally and in writing. To further that goal, you will write several short papers and have to present one week of the class on the common readings and a special book only you and the instructor will have read.

**Missed Assignments/Late Works:** Everyone is allowed 1 sick day without explanation because life happens. If you miss a second class due to an emergency (e.g., illness, death in the family), documentation must be provided to me. You must notify me of your reason for missing the class within 24 hours of the deadline. Based on this documentation and the nature of the emergency, I will decide whether to grant a make-up assignment. In the case of an illness, students will need to present documentation from a medical professional stating that the student’s illness prevented them from attending class on the date in question. Documents that are not dated and do not indicate the severity of the illness will not be accepted. Documentation is required in the case of a death in the family. The only other circumstances that I allow for make-up assignments is if: (1) you are participating in an official FAU organization (you must give me an official letter at the beginning of the semester with the dates that you will be gone); or (2) you are observing an official holiday for your religion- & you MUST notify me 72 hours **PRIOR** to any missed date by email.

**Class Conduct (Common Courtesy):** Please keep up with the reading, assignments & workload. Keep in mind that not all the material in the lectures appears in the course readings, nor is all the material in the readings covered in the lectures. You are responsible for the material in the textbook and in the lectures. If you miss a class, get the notes from another student. **I will not provide my lecture notes.** I encourage questions & discussion regarding the assigned material. It is important, however, to **always be respectful of other students’ thoughts and questions.** **Do not use aggressive language to establish a point. Do not speak over other students or the instructor.** The success of this class is dependent not only on my abilities as an instructor to communicate new and complex ideas, but also on our ability as a class to *work together* to create an environment conducive to learning. **Disruptive behaviors** in the classroom cheat other students out of their opportunity to learn. Thus, it is important that **you are not a disruptive student** that interrupts everyone else’s learning experience. Examples of disruptive behaviors would include coming late to class, repeatedly leaving and entering the classroom, making loud or distracting noises, and speaking without being recognized. As the instructor of this class, I also find the following distracting: reading outside material, sleeping, side conversations with your neighbor, texting and using technology for non-academic purposes (e-mail, Facebook, Twitter, Tinder, etc.). I request that you turn cell phones on silent during class (not vibrate). If any behavior disrupts the learning environment, I reserve the right to ask you to leave.

**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 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.

**Course Schedule: Complete all reading prior taking the corresponding assessment in the Module.** The following schedule is tentative and subject to change if a certain subject requires further discussion.

**\* Assigned reading material separate from the Busch et al. book will be provided on Canvas.**

Week	Date	Topic	Common Readings	Session leader book & assigned student	Assess -ments
1	Aug. 22	Review syllabus. Introduction to the topic & measuring the scope of the problem; Smuggling vs. human trafficking	Busch ch.1 UNODC'16		Slavery footprint
2*	Aug. 29	Understanding the historical context of slavery	Busch ch.2; Farrell & Fahy'09	Bales -	
3*	Sept. 5	Understanding terms, definitions & intersectionality; Understanding Victims & perpetrators of HT	Busch ch.3; Preble'19	Bales & Soodalter	IAT
4	Sept. 12	<a href="#">Sex &amp; Money</a> documentary (92min)	<a href="#">ILRF-Hershey Inst4Women</a>	NONE	
5*	Sept. 19	The business of human trafficking – describing the supply chain and methods of control and coercion	Busch ch.4; Gibbs'18	Flores -	
6*	Sept. 26	The dark side of the Sunshine state – trafficking in FL	Goltz ch. 9; FDCF annual report on HT	Smith & Coloma	
7*	Oct. 3	Sex trafficking in the U.S. & abroad - Inter-generational prostitution in India ( <a href="#">Half the Sky Ch 5</a> )	<a href="#">Guardian'14</a> ; Davis & Miles'14	Mam –& Brown-	
8*	Oct. 10	Pornography, prostitution & sex trafficking demand: Theoretical viewpoints & empirical evidence	Herrington & McEachern'18 <a href="#">NYT'19</a>	7.Axtell -	Paper 1
9*	Oct. 17	Prostitution policies worldwide & the Swedish model; Discussion of U.S. & Florida's policies on prostitution	Ekberg 2004; <a href="#">Hatter'19</a>	Murphy	
10*	Oct. 24	Labor trafficking & domestic servitude in the U.S. & forced child labor abroad	Polaris'11; McQuade'19; Walts'17;DOJ'10 & 2019	Soodalter	
11*	Oct. 31	International trafficking issues – child soldiering	Vindevogela et al'11; Beber & Blattman'13	Beale	Paper 2
12*	Nov. 7	TIP for organ removal & transplant tourism	Columb'19; Caulfield'16	Carney	
13*	Nov. 14	Working with victims – Micro & mezzo-level responses & prevention efforts; <a href="#">Criminal Record Relief for HT Survivors</a>	Busch ch 5-6; Kulig & Butler'19	Anitha	
14*	Nov. 21	Understanding, disruption & interventions at macro level; Collective Impact & Individual Action	Busch ch 7-8; Farrell et al'19	Batstone	
15*	Nov. 26	<b>LAST DAY OF CLASS</b>	Berger'12; Roe Sepowitz'19		Reflection Paper

	Nov. 28	<b>Thanksgiving Recess (11/28-12/1) – FAU CLOSED</b>	<b>NO CLASS</b>		
16	Dec. 2-4	Reading Days – Study for Final!!			
Thurs	Dec.5	<b>FINAL EXAM time* Paper due by 7 p.m.</b>	<b>Final term paper due</b>		
		<b>Commencement Ceremonies! Thurs. &amp; Fri. Dec. 12-13</b>			
12/16 (Mon.)		<b>Grades due to registrar's office at 9 a.m.</b>			

\* The final exam is scheduled by the Registrar's office and is not something I have any control over. Our scheduled final exam time is **Thursday Dec. 5<sup>th</sup> at 7 p.m. & since there is NO exam – this is when your final term papers will be due.**

**Incomplete Grade Policy:** The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**Code of Academic Integrity:** 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.

**Plagiarism:** In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. **Never let it appear that ideas and information gleaned from other sources are your own.** [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. The FAU Academic Integrity Policy defines plagiarism as "*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!*" **Failure to cite sources appropriately is plagiarism, a serious academic offense.** Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range from rewriting all or part of a paper to a grade of F for the assignment or the course.

**Anti-plagiarism Software:** Written components of any assignment may be submitted to **TurnItIn** plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of FAU's honor code and will receive a zero for that assignment, in addition to other penalties deemed appropriate by the instructor.

### **Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the face-to-face and/or virtual 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 cell phones); 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: [Link to Student Conduct Policy](#)

**Communications:** The best way to get in touch with me is via email. It is your responsibility to get in touch with me if you have problems with the course material, have an emergency requiring you to miss class and so forth. I will email the class with important announcements and you are responsible for reading this information (due dates, cancelled class). **It is your responsibility to check Canvas and your email; make sure that the email account the university has for you (and thus the one that I will use) is the email account that you regularly check.** Please be sure to **send emails that are professional**; this means including a proper subject heading (e.g., CCJ 6934) a proper introduction (e.g., Dr. Cain, This is Michael Scott from your graduate level Human Trafficking class...). I will typically respond to your email within 24 hours (or within 48 hours for holidays).

**Counseling and Psychological Services (CAPS) Center:** Life as a university student can be challenging physically, mentally & emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals should 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 –to help improve & maintain emotional well-being. [Click here](#) for info.

### Support Services and Online Resources

Office of Information Technology Online Help Desk:	<a href="#">Link to FAU Help Desk</a>
FAU Libraries:	<a href="#">Link to FAU Library</a>
Center for Learning and Student Success:	<a href="#">Link to FAU Center for Learning</a>
University Center for Excellence in Writing:	<a href="#">Link to FAU Excellence in Writing</a>
Student Accessibility Services:	<a href="#">Link to FAU Student Accessibility Services</a>

### Other University and College Policies

**Faculty Rights and Responsibilities:** FAU respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each class.
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

Instructor reserves the right to adjust this syllabus as necessary.

**Grade Appeal:** Students who wish to appeal a grade which they feel was unfair or incorrect shall first discuss the matter with the instructor within 30 days of the final grade being posted. A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](#).

**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 with regard to 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:** Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is

the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>

**Drops/Withdrawals:** Students 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.

<http://www.fau.edu/registrar/registration/faqs.php>

**Time Expectations:** According to Florida State Statute 6A-10.033 (Amended 11-21-2005), Post-Secondary Credit Definitions, defines college credit as: The type of credit assigned to courses or course equivalent learning that is part of an organized and specified program leading to a graduate, baccalaureate, or associate degree. One (1) college credit is based on the learning expected from the equivalent of 15 fifty-minute periods of classroom instruction. Thus, in our THREE credit course, if we met in the classroom, we would meet for 150 minutes (or 2.5 hours) per week. In addition, at most institutions of higher education and definitely at FAU, students should be doing a MINIMUM of two hours of coursework outside the classroom for every one credit hour. Thus, for a three credit course, this would be 5 additional hours outside the classroom per week.