

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW6235	CURRENT COURSE TITLE: SOCIAL WELFARE HISTORY AND POLICY
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: STUDENTS WILL DEVELOP KNOWLEDGE AND COMPETENCIES ON HOW SOCIAL SERVICE POLICIES AND PROGRAMS ARE DESIGNED TO ADDRESS SPECIFIC SOCIAL PROBLEMS IN THE UNITED STATES. WE WILL EXAMINE AND CRITICALLY ANALYZE HISTORICAL AND CURRENT STATE AND FEDERAL SOCIAL WELFARE POLICIES AND PROGRAMS.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³ N/A

Faculty contact, email and complete phone number:
 Elwood Hamlin, ehamlin@fau.edu 561-297-2864

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: _____ _____ _____ _____ _____ _____	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
 SCHOOL OF SOCIAL WORK
 SOCIAL WELFARE HISTORY and POLICY

Spring 2013 (3 credits)
 SOW 6235-001
 Tuesday 7-9:50 pm

Professor: Dr. LeaAnne DeRigne, MSW, PhD	Classroom: So 111
Office: SO 323	Office Hours: Tues. 6:00-7:00pm Thursday 2-4 pm
Phone: 561-297-3047	Call for appointments at other times
Email: lderigne@fau.edu	Web: www.fau.edu/ssw
Blackboard: http://blackboard.fau.edu	

MSW Program Mission

We are committed to maximizing human potential, alleviating human suffering, enhancing the vitality and caring capacity of communities, and promoting the ideals of a humane and just society. We educate competent and compassionate social workers as practitioners and leaders for the 21st Century. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

Course Description:

SOW 6235: Social Welfare History and Policy is a required course in the MSW program. This course will focus on how human service policies and programs are designed to address specific social problems in the United States. We will examine historical and current state and federal social welfare policies and programs aimed at alleviating those social problems. The historical precedents or our current American values and philosophies will be identified to more fully understand the dilemmas facing the social work profession and its providers of service. The social problem-social policy framework will be applied to specific problem areas including anti-poverty programs, child welfare services, health and mental health services, rehabilitative services, elderly, and housing. There will be an emphasis on developing an awareness of and ability to critique and promote social policies in terms of their sensitivity to cultural diversity and populations at risk. By examining historical and contemporary perspectives and concepts, the course prepares students to describe and analyze social welfare policies and services.

Relevance to Educational Program:

Social Welfare History and Policy is a foundation course in the MSW social work curriculum, providing students with knowledge, skills, and values to understand the history of social welfare policy as well as current efforts focused on changing policies. Concepts and skills in analysis and change are introduced for all areas of social policy so students are prepared to attend to these areas in second year concentrations. With a focus on the implementation of policies, it places great emphasis in identifying the contributions of economically disadvantaged people to the process of social and political policy providing support for community organization. There is also a relationship between this course and the Human Behavior and Social Environment sequence, with a focus on needs assessment and common human needs. There is also a relationship to the

practice courses in examining how policy impacts clients at the micro, mezzo and macro levels. An additional relationship exists with the Research Methods course, by examining policy analysis and program evaluation. Lastly, this course prepares beginning practitioners to understand the relationship between social problems, programs, and social agencies that are established to assist those in need.

Competencies

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these competencies and practice behaviors.

- 1. Identify as a professional social worker and conduct oneself accordingly.**
 - Advocate for clients access to the services of social work (PB 1a).¹
- 2. Apply social work ethical principles to guide professional practice.**
 - Tolerate ambiguity in resolving ethical conflicts (PB2c)
- 3. Apply critical thinking to inform and communicate professional judgments.**
 - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform policy practice (PB 3a).
 - Demonstrate effective oral and written communication in working with policy (PB 3c).
- 4. Engage diversity and difference in practice.**
 - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
- 5. Advance human rights and social and economic justice.**
 - Understand the forms and mechanisms of oppression, including discrimination based on age, race, ethnicity, religion, sexual orientation, immigration status, sexual identity, and expression (PB 5a).
 - Advocate for human rights and social and economic justice (PB5b)
 - Engage in practices that advance social and economic justice (PB5c)
- 6. Engage in research-informed practice and practice-informed research.**
 - Use research evidence to inform policy practice (PB 6b).

¹ PB – stands for "practice behavior" and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

7. Apply knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of policies (PB 7a).

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Analyze, formulate, and advocate for policies that advance social well-being (for clients and community) (PB8a)
- Collaborate with colleagues and clients for effective policy action (for clients and community) (PB8b)

9. Respond to contexts that shape practice.

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, including issues related to immigration, poverty, aging, and health disparities (PB 9a).
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB9b).

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- Intervention: Negotiate, mediate, and advocate for individual clients (PB 10k).
- Evaluation: Critically analyze, monitor, and evaluate interventions with individuals (PB 10m).

Teaching Methodologies:

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

Course Assignments and Grading:

Assignments

Grades will be based on 8 scores. There will be several smaller writing assignments, a mid-term, a final examination, a presentation and a participation/attendance grade.

Weightings toward final course grade:

- | | |
|-------------------------------|-----------|
| 1. Participation/Attendance | 15 points |
| 2. Policy Research Assignment | 35 points |

3. Policy Brief #1	25 points
4. Policy Brief #2	25 points
5. Letter to the Editor	25 points
6. Policy Report/Presentation	75 points
7. Mid-term Exam	50 points
8. Final Exam	<u>50 points</u>
Total Points	300 points

Course Assignments

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

- 1) Participation/Attendance
Each class session will be split between lecture/discussion and group activities and films. Students are expected to attend and participate in each class session. Students will be given a grade of between 0-15 points for their level of participation.
[PB 3c]
- 2) Policy Research Assignment-This assignment will acquaint students will policy research resources in the library and on-line. Instructor will assist in class.
DUE: TUESDAY CLASS-JAN 29
DUE: THURSDAY CLASS-JAN 31
[PBs 3a, 3c, 6b]
- 3) Policy Brief #1- Students will be expected to complete a two page fact sheet on a current US, state, or local legislative proposal. Outline will be given in class. Policy Brief should be based on at least 3 scholarly reference sources.
DUE: TUESDAY CLASS-FEB 19TH
DUE: THURSDAY CLASS-FEB 21ST
[PBs 3a, 3c, 5b, 5c, 8a, 8b, 9b, 10k, 10m]
- 4) Policy Brief #2- Students will be expected to complete a two page fact sheet on a current US, state, or local legislative proposal. Outline will be given in class. Policy Brief should be based on at least 3 scholarly reference sources.
DUE: TUESDAY CLASS-MARCH 19TH
DUE: THURSDAY CLASS-MARCH 21ST
[PBs 3a, 3c, 5b, 5c, 8a, 8b, 9b, 10k, 10m]
- 5) Letter to the Editor- Students will respond to a newspaper article in the form of a letter to the editor. Submission is required, publication is not. Article should be on a particular area or piece of legislation that, either the US Congress, a state legislature or a local city council is considering.
Due: BY END OF MARCH
[PBs 2c, 3a, 3c, 4a, 5a, 5b, 5c, 8a, 8b, 9b, 10k, 10m]
- 6) Policy Report/ Presentation- Students will prepare a 20 page policy report along with a 20-minute Power Point presentation on the topic of one of their policy briefs. Students will describe the social problem that the legislative proposal is

addressing (both a statistical and emotional appeal that this is in fact a social problem), describe the legislation itself including what the policy will do and its current status, and then what your recommendations and advocacy strategies would be. Is this policy a good idea? Will it further social and economic justice for oppressed populations? Students who attend NASW Legislative Advocacy and Education Day will not have to complete this assignment but will complete an alternate assignment that is linked to this experiential learning process. Professor will explain in class further. Dates for the trip are April 8-10.

DUE: TUESDAY CLASS-APRIL 16TH

DUE: THURSDAY CLASS-APRIL 18TH

[PBs 1a, 3a, 3c, 5b, 5c, 7a, 8a, 8b]

- 7) Mid-term Examination-Each examination will be worth 50 points. The examinations will cover the content of the lectures, class discussions, and assigned readings (textbook mainly) for the half of the semester preceding each examination. The examinations will consist of objective multiple choice questions.

Due: BY SUNDAY MARCH 24TH AT 5 PM. ONLINE

[PBs 3a, 9a]

- 8) Final Examination- Each examination will be worth 50 points. The examinations will cover content of the lectures, class discussions, and assigned readings (textbook mainly) for the half of the semester preceding each examination. The examinations will consist of objective multiple choice questions.

DUE: BY SUNDAY APRIL 28TH AT 5 PM

[PBs 3a, 9a]

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

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

Required Textbook and Readings

DiNitto, D. (2011). Social welfare: Politics and Public Policy, 7th ed., Boston, MA: Pearson. ISBN 0-205-79384-3

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

Instructor will provide additional supplemental readings.

Also, please visit the Blackboard Web site for this course at <http://blackboard.fau.edu> for additional information. IMPORTANT: Blackboard uses the email addresses assigned to you by FAU – since you probably do not pick up email from the FAU account; you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments:

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

<i>Class</i>	<i>Tuesday's section</i>	<i>Thursday's section</i>	<i>Topics</i>	<i>Readings/Assignments Due</i>
Week 1	Jan. 8 th	Jan. 10 th	Syllabus Course Assignments Class: Getting to know one another Introduction to Reading Newspapers What is Policy? Why Study Policy?	Introduction of textbook Pages 1-12 [PBs 1a]
Week 2	Jan. 15 th	Jan. 17 th	Review of American Govt. Politics and the Policy making process Newspaper Article/current policy discussion	Pre-test of Civics Knowledge Read Chapter 1 Bring newspaper articles to class [PBs 1a, 3a, 5a, 5c]
Week 3	Jan. 22 nd	Jan. 24 th	How to do Policy Research	Turn in Elected Officials print-out

			Go over Policy Research Worksheet Assignment Chapter 2 Newspapers/current policies-discuss articles	Read Chapter 2 Bring newspaper articles to class [PBs 3a, 3c, 6b]
Week 4	Jan. 29 th	Jan. 31 st	Politics and the History of Social Welfare Policy Newspapers/current policies-discuss articles	Read Chapter 3 Due Policy Research Assignment Bring newspaper articles to class [PBs 2c, 4a, 5a]
Week 5	Feb. 5 th	Feb. 7 th	Poverty: Definitions and Measures Go over Policy Brief Assignment Newspapers/current policies-discuss articles	Read Chapter 4 Bring newspaper articles to class [PBs 4a, 5a, 7a]
Week 6	Feb. 12 th	Feb. 12 th	Pre-Trip Training for NASW LEAD 7-9 pm	
Week 7	Feb. 19 th	Feb. 21 st	Preventing Poverty: Social Insurance Programs Newspapers/current policies-Discuss articles Review for Mid-Term	Read Chapter 5 Bring newspaper articles to class 1 st Policy Brief due [PBs 5c, 9a, 9b]
Week 7			Mid-term Examination-online To be completed by Sunday 24 th at 5 pm	[PBs 3a, 9a]
Week 8	Feb. 26 th	Feb. 28 th	Disability Policy Newspapers/current policies-Discuss articles	Read Chapter 6 Bring newspaper articles to class [PBs 2c, 5a, 5b, 9a]
Spring Break	March 4-10 th			

Week 9	March 12 th	March 14 th	Welfare Policy	Read Chapter 7 Bring newspaper articles to class [PBs 9a, 9b, 10k]
Week 10	March 19 th	March 21 st	Health Care Policy Newspapers/current policies-Discuss articles	Read Chapter 8 2 nd Policy Brief due Bring newspaper articles to class [PBs 2c, 4a, 5a, 9a]
Week 11	March 26 th	March 28 th	Education and Employment Policy Newspapers/current policies-Discuss articles	Read Chapter 9 Letter to the Editor deadline Bring newspaper articles to class [PBs 1a, 2c, 3a, 5c, 9a, 10m]
Week 12	April 2 nd	April 4 th	Gender and Sexual Orientation Policy Policy Presentations	Read Chapter 11 Policy Presentations [PBs 1a, 3a, 3c, 5b, 5c, 7a, 8a, 8b]
Week 13	April 9 th (no class)	April 11 th (no class)	NASW LEAD TRIP	NASW LEAD TRIP
Week 14	April 16 th	April 18 th	Debrief of Trip Race and Immigration Policy Presentations Review for Final Exam	Chapter 12 Policy Presentations [PBs 1a, 3a, 3c, 5b, 5c, 7a, 8a, 8b]
Week 15	April 23 rd	April 25 th	Policy Presentations Exam	Policy Presentations [PBs 1a, 3a, 3c, 5b, 5c, 7a, 8a, 8b]

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

Class Attendance and Participation

Social work education is designed to help you prepare for professional practice. In order to model ethically appropriate practice, **please treat coming to classes as you would treat working at an agency.** Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required.* More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. You may be asked to present documentation from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, you may be required to withdraw or retake the class.* Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or 6 hours of class time), the student will receive a substantial decrease in the final grade.

Expectations of Professional Behavior and Practice

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

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
*Participate in group activities and assignments at a comparable level to peers.
 Complete work in a timely fashion and according to directions provided.
 Come to class prepared, with readings and other homework completed.*
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
*Listen while others are speaking.
 Give feedback to peers in a constructive manner.
 Approach conflict with peers or instructors in a cooperative manner.
 Use positive and nonjudgmental language.*
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
*Maintain any information shared in class, dyads or smaller groups within that unit.
 Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the*

*need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
*Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. **Integrity:** Practice being honest with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
*Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback*

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

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

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

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

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

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

Policy on Use of Technology, Cell Phones, and Recording Devices in the Classroom

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

Bibliography:

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SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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 http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.