



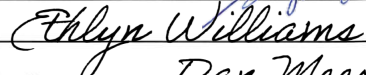



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|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Undergraduate Programs | UUPC Approval <u>4/24/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____ |
| | Department Special Education College Education | |
| Current Course Prefix and Number EEX 2091 | Current Course Title Disability and Society | |
| Syllabus must be attached for ANY changes to current course details. See Checklist . Please consult and list departments that may be affected by the changes; attach documentation. | | |
| Change title to: RI-DISABILITY AND SOCIETY Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small> | Change description to: This is an introductory course providing life-span perspectives on disability (applicable to both non-education and education majors), analyzing personal, historical, political, economic...(SEE THE REST ON THE SYLLABUS) Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: <small>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).</small> | |
| Effective Term/Year for Changes: Summer 2023 | Terminate course? Effective Term/Year for Termination: | |
| Faculty Contact/Email/Phone | | |
| Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____ | Date <u>3/17/2023</u> <u>3/19/2023</u> <u>3/27/2023</u> <u>4/24/23</u> <u>4/24/23</u> _____ _____ | |

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**Proposal for Research Intensive Course
EEX 2091 RI-Disability and Society**

EEX 2091, at its inception, required students to conduct a self-directed research project. This assignment has been refined and revised throughout the years to assist students in completing this course assignment. In this vein, we have added training materials, developmental activities, templates, and guided feedback throughout the research process. As a result, students enrolled in the course conduct a self-directed research project, engaging in the entire research process (i.e., identifying a problem and research question, generating a hypothesis, rationale, data collection, summary, and discussion), and write a research report.

At the initiation of Dr. Dukes, and based on the nature of the course (e.g., introduction to disability, disability studies, discourse through the lens of social science), this course was petitioned and added to the university's intellectual foundations (IF) as an option for students seeking to fulfill their six credit requirement in the *Foundations of Society & Human Behavior* category.

FAU now offers an *Undergraduate Research Certificate* to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skill-building, exposure, and research dissemination activities. Since EEX 2091 engages students in the entire research process, it is appropriate for consideration for RI designation.

Adding this course as an RI option may increase enrollment in the course, as it will not only serve as a special education program pre-requisite for our majors and an opportunity for IF, it would also serve as an option for students seeking to meet the requirements for the RI Certificate.

Note: There are not many options in the social sciences for these students, so the need is evident.

The Special Education Department voted to approve this potential change to the course at its March 17, 2023 faculty meeting. The proposed changes are delineated in the attached syllabus. The highlighted information indicates the required RI language, how the course content and assignments meet RI requirements and the additions made to the course (e.g., training materials, cognition checks, and dissemination via poster session).

RI-DISABILITY AND SOCIETY

Welcome to this course!



Course Number: EEX 2091

Course Title: RI-Disability and Society

Instructor: Dr. Sharon M. Darling

E-mail: Sharon.Darling@FAU.EDU

Course Delivery Method: Fully Online Class

Office Hours: Via Zoom appointment

Connect with me!

I am available on Tuesdays 10-1 and Thursdays 12-3 for synchronous contact, via phone or ZOOM (video conferencing through Canvas). I will make every effort to accommodate additional timeframes as well. Please send me an email requesting an appointment to connect synchronously.

What is this course all about?

COURSE DESCRIPTION

This course is three semester hours. This is an introductory course providing life-span perspectives on disability (applicable to both non-education and education majors), analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in our society. The course provides a general introduction to disability, using a social science framework understood as Sociology, Geography, Psychology, Anthropology, Economics, and Political Science, and their relationships with history and how they work together to help understand the world. This course engages students in research-intensive activities. This is a General Education and Research Intensive course.

PREREQUISITE or CO-REQUISITE: None

RESEARCH INTENSIVE (RI) COURSE & RI CERTIFICATE

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

Students are encouraged to submit their research products to the COE Student Advisory Forum (SAC) Research Symposium and the Office of Undergraduate Research & Inquiry (OURI) Symposium; both are held at Florida Atlantic University (Boca Raton campus) each Spring Semester.

FAU now offers an *Undergraduate Research Certificate* to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skill-building, exposure, and research dissemination activities. Learn more about the RI Certificate [here](#). Completing this course earns you three credits in research intensive coursework.

CONNECTION TO THE INTELLECTUAL FOUNDATION OF FAU

FAU believes that higher education should provide broad intellectual enrichment through systematic exposure to a diversity of academic experiences. Through its general education curriculum, students develop the intellectual skills, habits of thought, ethical values, and love of learning that transcend the choice of major. With this course, students are able to understand the complexities of human and societal behavior, to predict future behavior, and to understand the consequences of behavior, by analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in our society.

GUIDELINES USED IN DEVELOPING THIS COURSE

- Council for Exceptional Children (CEC) International Standards for Preparation and Certification of Special Education Teachers
- Florida Atlantic University Intellectual Foundation-Foundations of Society and Human Behavior (FSHB)
- Florida Atlantic University Intellectual Foundation-General Education Objective (GEO)

COURSE OBJECTIVES

1. Explore four models (i.e., Biomedical, Socio-political, Functional, and Environmental) as a means to interpret disability and the impact of disability on the individual and society. (FSHB learning objective 1) (GEO learning objective 4)
2. Demonstrate the use of at least three social science approaches (e.g., research reviews, qualitative research, and document reviews) to investigate human behavior within a particular field of study (e.g., computer science) and interpret how this behavior affects the treatment of individuals with disabilities. (FSHB learning objective 1 and 3) (GEO learning objective 3)
3. Develop a critical awareness of the complexity and diversity of the lives of people with disabilities, their differences and similarities with the able-bodied, and the impact of cross-hatched categories like race, ethnicity, gender, religion and class. (CEC gc2K2) (FSHB learning objective 2) (GEO learning objective 2, 3)
4. Demonstrate an understanding of the definitions, causes, characteristics, and sociological considerations of disabilities including, cognitive, communicative, physical, social/behavioral, and sensory impairments. (CEC gc1K1) (ESE 1.5) (FSHB learning objective 2)
5. Explore the societal aspects of disabilities, including the culture of disabilities, attitudes toward persons with disabilities, and quality of life issues. (FSHB learning objective 1) (GEO learning objective 2) (GEO learning objective 5)
6. Develop a critical awareness of the historical and legislative contexts on the cultural and social problems of individuals with disabilities in the U.S. (CEC gc1K3, gc1K4) (FSHB learning objective 1)
7. Within the political, social, cultural, and economic structures of society, evaluate current approaches, advocacy efforts, and proposed solutions for overcoming barriers experienced by people with disabilities. (FSHB learning objective 2 and 4) (GEO learning objective 1, 2)
8. Conduct a social science research investigation (Self-directed Field Project), utilizing one or more prescribed methods of research in inquiry, incorporating the information and skills you've learned in this class.

REQUIRED TEXT AND READINGS

Required Text

Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Simon and Shuster: New York.

Note: You can either purchase this text, or download it FREE of charge (Plain Text format) from FAU's Library: <https://ebookcentral.proquest.com/lib/fau/detail.action?docID=5663894>. You will need your FAU Log-In credentials to access this link.

Additional Research article Readings

On the course site (Modules/Course Text & Readings), there is a list of 12 articles that are additional required readings for this course. These readings can all be accessed (full-text) FREE from electronic journals via the FAU library. As a registered student at FAU, you can access the resources of the library remotely by entering search databases through the library's website-You do need your FAU Log-In credentials. If for some reason you are being asked to pay to access the article(s), you are in the wrong place. Your search for all these articles should begin at the FAU library's site: <https://library.fau.edu/>

What are the student's responsibilities?

COURSE REQUIREMENTS

Discourse can be a powerful tool to promote understanding and encourage debate about the merit of ideas. Students will specifically be introduced to four distinct models (i.e., a description designed to show the main workings of a system or concept). The four models (Biomedical, Socio-political, Functional, and Environmental) will serve as a means to address major issues regarding people with disabilities in general as well as issues relating to disability within a specific field (e.g., computer science or mechanical engineering). For example, the biomedical model posits that diagnosis and assessment of disability requires a medical professional. Based on this interpretation, several questions can be posed from different perspectives. From a sociological perspective, one might ask, about the impact such an outlook may have on the overall prevalence of disability, while an economic perspective might lead one to ask about the cost-benefit of restricting diagnosis and assessment to the medical profession. **Students will be expected to utilize one or more of the four models as well as take various social science perspectives as an integral component of assignment completion and research activities within this course.**

Note: Additional details and resource material for completing all assignments are available on the course site.

- I. **Course Introduction, Replies and Contact Information Activities (5% of course grade)**
This introduction should (minimally) provide your name, major/intended profession, why you are taking this course, and last, a fun fact about yourself. Be sure to include an image (photo) of yourself as well. Post this to the course discussion board and reply to a minimum of three classmates' posts by the end of the first week of class.

- II. **Extra Credit Opportunities (5% of course grade)**
There are a few extra credit activities embedded throughout the course. Take advantage of these opportunities as they appear in the course calendar, as these cannot be retroactively completed. Please do not wait until the end of the semester to "worry about your grade." Completing these activities not only enhances your acquisition of course content and provides a little "insurance," should you need it later, to enhance your course grade.

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III. Foundation Quizzes (20% of course grade)

After completing study of each of the course foundations (i.e., Models, Goffman's Stigma, Link and Phelan's Conceptualizing Stigma), there will be a corresponding quiz to assess your grasp of the content.

You may retake course quizzes as many times as you would like prior to the due date for one or more of the following reasons: (1) to self-assess your grasp of the concepts from the course foundations (i.e., Models, Goffman, and Link and Phelan's Conceptualizing Stigma), or (2) attain the highest score.

Note: more important than chasing a higher score, taking these quizzes should be viewed as an opportunity for self-assessment of core concepts from the readings, activities, etc. that address the foundations. Having a firm grasp of these concepts will enhance your ability to apply them to future course content and do well in this course.

IV. Learning Probes (20% of course grade)

There are mini-assessments embedded within each module for this course. These assessments are designed to be a check-point in your knowledge acquisition for this course and are directly linked to the course readings (i.e., research articles). You are expected to utilize the course foundations (Models, Goffman, Link and Phelan), article readings and other resources found in the Modules to support your responses to these Learning Probes. Be sure to review the scoring rubric for all criteria of Learning Probe grading.

V. Peer-to-Peer Discussions (10% of course grade)

There will be three discussion board prompts corresponding to the three major sections of this class: (1) Foundations, (2) Awareness & Life-Span Issues, and (3) People Who... You are expected to complete an initial post replying to the prompt provided and then two to three reply posts to your classmates. You must first post your own response to view others. Failure to add an initial post by the deadline will lead to forfeiture of the points for the entire discussion board. Be sure to review the scoring rubric for all criteria of discussion board grading.

VI. Research Experience Requirement (RER) (5% of course grade)

Research is the fuel of scholarship and inquiry. As active, engaged learners, students may be both producers, participants, or consumers of research. As such, students enrolled in this class are required to earn RER by completing one of the following activities:

- (1) serving as a participant (otherwise referred to as "subject") in an IRB-approved research study conducted under the supervision of a DESE faculty and/or a DESE graduate student;
- (2) participating in one or more professional training sessions (e.g., DESE colloquia) conducted by department faculty or graduate students; or,
- (3) writing a summary of an empirical research article.

Additional details about this course requirement and these options can be found on the course site (See Modules/Research Experience Requirement).

VII. Self-directed Field Experience Project (SDFP)

This assignment requires you to answer a disability-related question related to your major through social science investigative methods. You will demonstrate your understanding of key social science methods and the theoretical foundations behind these methods through this self-directed field experience. For this project, you will need to conceive and execute investigation of a research question, and use one or more prescribed methods of data collection (e.g., research

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reviews, interviews, document reviews, etc.) to gather empirical (original data) to inform the research question. You will specifically demonstrate the use of social science investigative methods by:

- (a) investigating a descriptive research question within a particular field of study,
- (b) collecting data to answer the question,
- (c) interpreting the findings, and hypothesize the implications these findings may have on the treatment of individuals with disabilities in society.

Based on this research project, you will communicate the design, method, and results via a research poster presentation. The course site has extensive training materials and developmental activities (assignments) to guide your development and execution of this project.

SDFP Research Cognition Checks (Quizzes) (15% of course grade). After reviewing the “training materials” (e.g., recorded lectures) designed to aid students’ acquisition of knowledge about social science research, the research process, and conducting a Self-directed Field Experience Project, there are a number of “cognition checks” (i.e., quizzes), serving as self-assessment of the following information:

- *Introduction to Social Science Research* training and quiz
- *Overview of Self-directed Field Experience Project* training and quiz
- *Locating Research Articles* training and quiz
- *Identifying Appropriate Research Question* training and quiz
- *Reporting Research Ethically* training materials and quiz

SDFP Research Development Activities (15% of course grade). These developmental activities are designed to guide students in conducting empirical social science research and writing relevant research reports. Additional description, “guiding questions,” and templates are provided in the Canvas assignment links for each of the following:

- *Introduction & Rationale* annotated bibliography
- *Introduction & Rationale* Developmental Activity
- *Identifying & Describing Appropriate Data Collection Methods:* Method Developmental Activity
- *Summary and Discussion* Developmental Activity
- *Reporting Research: Constructing a poster presentation*

SDFP Virtual poster presentation (10% of course grade). Students are required to prepare a research poster of their SDFP study. This will be submitted to the “virtual poster session,” conducted via the course’s discussion board. Additional description, “guiding questions,” and templates are provided in the Canvas.

Note: Students are encouraged to submit their research projects to the COE Student Advisory Forum (SAC) Research Symposium and the Office of Undergraduate Research & Inquiry (OURI) Symposium; both are held at Florida Atlantic University (Boca Raton campus) each Spring Semester.

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| Student Learning Outcomes | Student Activities | Course Assignment |
|---|--|--|
| <p>This SDFP will allow students to conduct every phase of the research process. Intensive Level Student Learning Outcomes (SLOs), course activities, and associated course assignments are described in the table below.</p> | | |
| <p>SLO 1: Knowledge. Students will demonstrate content knowledge, core principles, and skills.</p> | <ul style="list-style-type: none"> ▪ Locate and utilize scholarly resources, peer reviewed journal articles to create an annotated bibliography ▪ Analyze, evaluate, and synthesize scholarly literature for inclusion in the Introduction and Rationale SDFP project and discipline. | <ul style="list-style-type: none"> ▪ Review the <i>Introduction to Social Science Research</i> training materials and complete associated quiz. ▪ Review the <i>Overview of Self-directed Field Experience Project</i> training materials and complete associated quiz. ▪ Review the <i>Locating Research Articles</i> training materials and complete associated quiz. ▪ Conduct background research via the FAU library resources to construct an annotated bibliography of 5-7 research articles that will be used to establish the Problem (Introduction) and Rationale for the study. |
| <p>SLO 2: Formulate Questions. Students will formulate research questions or scholarly/creative problems with integration of fundamental principles and knowledge in a manner appropriate to their discipline.</p> | <ul style="list-style-type: none"> ▪ Identify a feasible and novel research question that addresses an identified gap in the current research. ▪ Compose a logical argument to explain the problem at the crux of the research question ▪ Predict outcomes by describing an appropriate hypothesis (thesis statement) ▪ Justify rationale for why it is important to address this question/problem | <ul style="list-style-type: none"> ▪ Review <i>Identifying Appropriate Research Question</i> training materials, then select Research Question and compose a hypothesis (thesis statement) that will be used to guide the study ▪ Review <i>Constructing Introduction and Rationale</i> training materials, then complete and submit the <i>Introduction and rationale Developmental Activity</i> |
| <p>SLO 3: Plan of Action. Students will develop and implement a plan of inquiry to address research and inquiry questions or scholarly problems.</p> | <ul style="list-style-type: none"> ▪ Identify at least two appropriate methods of data collection to investigate the research question ▪ Describe procedures to collect, synthesize and analyze data. | <ul style="list-style-type: none"> ▪ Review <i>Identifying Appropriate Data Collection Methods</i> training materials, then complete and submit the <i>Method Developmental Activity</i> |
| <p>SLO 4: Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others.</p> | <ul style="list-style-type: none"> ▪ Analyze, synthesize and interpret data collected (summary) ▪ Prepare critical review and draw conclusions and compare to existing literature (discussion) | <ul style="list-style-type: none"> ▪ Review <i>Constructing Summary and Discussion</i> training materials, then complete and submit the <i>Summary and Discussion Developmental Activity</i> |
| <p>SLO 5: Ethical Conduct. Students will identify significant ethical</p> | <ul style="list-style-type: none"> ▪ Design and report research ethically ▪ Maintain ethical integrity | <ul style="list-style-type: none"> ▪ Review <i>Reporting Research Ethically</i> training materials and complete quiz. ▪ Optional: Complete CITI Training |

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| Student Learning Outcomes | Student Activities | Course Assignment |
|--|--|---|
| This SDFP will allow students to conduct every phase of the research process. Intensive Level Student Learning Outcomes (SLOs), course activities, and associated course assignments are described in the table below. | | |
| issues in research and inquiry and/or address them in practice. | | |
| SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes | <ul style="list-style-type: none"> ▪ Prepare / direct communication appropriately based on given audience(s) during in class poster sessions and other research symposia. | <ul style="list-style-type: none"> ▪ Construct a poster presentation (1 slide) that targets the educated, non-expert audience. Use the structure (use one of the instructor-provided poster templates) and rubric as guidance. ▪ Record voice-over to the slide to deliver a well-organized, logical, informative, and engaging talk describing the research. ▪ Post the recorded slide to the course Discussion Board and reply to three classmates' posters. Use the structure and rubric provided for discussion replies. ▪ Students are encouraged to submit their research projects to the COE Student Advisory Forum (SAC) Research Symposium and the Office of Undergraduate Research & Inquiry (OURI) Symposium; both are held at Florida Atlantic University (Boca Raton campus) each Spring Semester. |

How will students be evaluated?

ASSESSMENT PROCEDURES

| EEX 2091 Assessment Procedures | Points | % of Course Grade |
|---------------------------------|--------|-------------------|
| Course Introduction Activities | 10 | 5 |
| Foundations Quizzes | 40 | 20 |
| Learning Probes | 30 | 20 |
| Peer-to-Peer Discussions | 36 | 10 |
| Research Experience Requirement | 10 | 5 |

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| EEX 2091 Assessment Procedures | Points | % of Course Grade |
|--|--------|-------------------|
| Self-directed Field Project (SDFP) Cognition Checks | 30 | 15 |
| SDFP Developmental activities | 40 | 15 |
| SDFP Virtual poster presentation | 10 | 10 |
| Total | 216 | 100% |
| Extra Credit Assignments and Activities | 10 | 5% |
| | | |

DUE DATES, LATE WORK, AND GRADE DISPUTES

- *Due Dates:* Consult the *Assignment section* of the course site assignment due dates. Use this as guidance for tracking your assignment completion. Please adhere strictly to ALL due dates.
- *Late Work:* You are certainly encouraged to “work ahead” to complete assignments based on your personal schedule. All assignment links are open from the beginning of the course and will close (links will become unavailable) once the due date/time has elapsed.
- *Grace Period:* Generally, assignments are due on Fridays (no later than 10:00pm). The assignment links will remain open an additional 48 hours after the specified due date. Your assignment is late after the specified due date, but you may submit within this 48 hour “grace period.” Once this grace period has expired, links will become unavailable and assignments will not be accepted without the documentation of a university approved reason for missing the due date.
- *Communication and grade disputes.* As it is expected that you are actively engaged in the course/site multiple times for the week, please review your course grades regularly. Inquiries about grade disparity or grade “disputes” (e.g., clerical error, Canvas entry error, no grade entered) must be initiated within two weeks of the grade being posted in Canvas. These inquiries will not be entertained at the end of the semester (unless the grade in question was posted within the previous two weeks).
- *A little extra goes a long way.* Do not wait until the semester is ending to “worry about your grade.” As you can also see, there are extra credit opportunities embedded within each learning unit. Please do not inquire about additional/alternative “extra credit” at the end of the semester, as these opportunities are embedded and should be completed throughout the course.

DEPARTMENT GRADING SCALE

Dept. of Exceptional Student Education GRADING SCALE): Activity scores are cumulative and the grade scale represents the percentage of total points earned. Points for each activity are a percentage of the larger total. To obtain your grade, you must divide your cumulative number of points by the total number of points for the class, then multiply by 100. **You will not be able to earn an A in the course unless you complete all assignments.**

A = 93-100 A- = 90-92

B+= 87-89 B = 83-86 B-= 80-82

C+= 77-79 C = 73-76 C-= 70-72

D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

Further, letter grades can be conceptualized as follows

A to A- Exceptional work, above and beyond the requirements.

B+ to B- Good work, meeting all of the requirements.

C+ to C Average work, meeting the minimum requirements and exhibiting a consistent effort and/or product.

C- to D- Marginal work, meeting less than the minimum requirements while exhibiting inconsistency in effort and/or product.

F Failing work, meeting less than the minimum requirements.

TIME COMMITMENT PER CREDIT HOUR

This course carries three credit hours. For traditional semester courses, this means not less than three hours of student work for each credit hour. Meaning, expect to spend a minimum of nine hours per week engaging in the conduct of course activities (e.g., reading, digesting, interpreting, and applying the content). Equivalent time and effort are expected of students enrolled in fully online, hybrid, shortened, intensive formats, and other modes of course delivery.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

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

Software

- [Microsoft 365 Suite](#). Microsoft Office, Adobe PDF and the programs described in the Course Introduction Presentation assignment are the only file formats accepted for course assignments- submitting information in any other format (e.g., Pages, GoogleDocs, etc.) will not be accepted.
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing the Internet.
- Using Canvas (including attaching documents, using discussion boards, etc.).
- Using email with attachments. Only your FAU email address will be used by the instructor and for interacting with peers in the class.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar. When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).

5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

What are relevant policies?

UNIVERSITY POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

PLAGIARISM

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

ONLINE ATTENDANCE POLICY

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

NETIQUETTE

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Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. Netiquette (adapted from <http://www.brighthub.com/education/online-learning/articles/26946.aspx>)

The Golden Rule of Netiquette: do not do or say online what you would not do or say offline. Five important netiquette rules in an online course or education environment:

1. Be Friendly, Positive and Self- Reflective.
2. Use Proper Language and Titles
3. Use Effective Communication
4. Maintain Professionalism
5. Ask for Clarification

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 the classroom.” Students who disrupt the educational experiences of other students and/or the instructor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct. For more information, please see the [FAU Office of Student Conduct](#).

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across all 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/.

Contact

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

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- **Jupiter:** (561) 799-8721
Fax: (561) 799-8721, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RECORDING LECTURES

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) SERVICES

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

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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/>.

UNIVERSITY APPROVED ABSENCE POLICY STATEMENT

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

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

SPOT EVALUATION

At the end of the semester, SPOTs (Student Perception of Teaching forms) are to be completed online. Faculty no longer provide paper SPOTs in class at the end of the semester. Please remember to complete the SPOTs for the classes in which you are enrolled. In order to complete the SPOT, please go to <https://spot.fau.edu>. The instructor will provide in-class time at the end of the semester for you to complete the SPOT in class using your smartphone, tablet, or laptop.

IMPORTANT DATES

The instructor reserves the right to make changes to this schedule at any time. Any changes will be announced via Canvas and reflected on the schedule below. This schedule also includes dates based upon the current university academic calendar. You are responsible for checking the academic calendar on the university website for any changes during the academic term.

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

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You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner. When attending Zoom sessions or virtual office hours, you are expected to mute your mic when not speaking and open your camera for the duration of the session. As per the University policies... "Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto-forwarded to another email account." Please note, failure to check your FAU email or Canvas "Inbox" will result in you missing pertinent course information and this may impact your course performance.

Course-Related Questions/FAQs

You are encouraged to post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts. For questions an individual nature (e.g., about your grade or a situation specific to you), utilize email or Canvas inbox.

INSTRUCTORS' PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Services](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way.

Additional course resources?

COURSE BIBLIOGRAPHY

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Davis, L. J. (Ed.) (2006). *The disabilities reader* (2nd Ed). Routledge/Taylor Francis Group. (0-415-95334-0)

Hakim, C. (2000). *Research design-Successful designs for social and economic research* (2nd Ed.).
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Miller, N.B. & Sammons, C.C. (1999). *Everybody's Different: Understanding and changing our reactions to disabilities*. Paul H. Brookes Publishing Co. (1-55766-359-9)

Schwartz, S.E. & Conley, C. A. (2000). *Human Diversity: A guide for understanding* (4th Ed). McGraw Hill Custom Publishing. (0-07-242831-7)

Shapiro, Joseph P. (1993). *No pity: People with disabilities forging a new civil rights movement*. Random House, Inc.

CONTENT OUTLINE

| Week | Topic | Assignments | Due Dates |
|------|--|--|-----------|
| 1 | Introduction to Social Science Research | <ul style="list-style-type: none"> ▪ Introduction Social Science Research Quiz | |
| 2 | SDFP Overview Identifying Appropriate Research Question Locating Research Articles/Annotated Bibliography | <ul style="list-style-type: none"> ▪ Overview of Self-directed Field Experience Project Quiz ▪ Identifying Appropriate Research Question Quiz ▪ SDFP Development Activity: Annotated Bibliography | |
| 3 | SDFP: Introduction and Rationale Overview Constructing Introduction and Rationale | <ul style="list-style-type: none"> ▪ Constructing Introduction and Rationale Quiz ▪ SDFP Developmental Activity: Introduction and Rationale | |
| 4 | Foundations I: Models of Discourse (Bio)Medical Functional Environmental Sociopolitical | <ul style="list-style-type: none"> ▪ Models Quiz | |
| 5 | Foundations I : Goffman's Stigma I Stigma and Social Identity Information Control and Personal Identity | <ul style="list-style-type: none"> ▪ Goffman Quiz I | |
| 6 | SDFP: Methods of Data Collection Overview Identifying Appropriate Data Collection Methods | <ul style="list-style-type: none"> ▪ SDFP: Methods of Data Collection Developmental Activity | |
| 7 | Foundations II: Goffman's Stigma II Group Alignment and Ego Identity The Self and its Other Deviations and Deviance | <ul style="list-style-type: none"> ▪ Goffman Quiz II | |
| 8 | Foundations II: Conceptualizing Stigma | <ul style="list-style-type: none"> ▪ Link & Phelan Quiz | |
| 9 | Awareness and Effects of Disability | <ul style="list-style-type: none"> ▪ Learning Probe I ▪ Discussion I (initial post) Research Experience Requirement ▪ Optional Extra Credit Assignment | |
| 10 | Awareness and Effects of Disability SDFP: Summary and Discussion Overview Constructing Summary and Discussion | <ul style="list-style-type: none"> ▪ SDFP: Summary and Discussion Developmental Activity ▪ Discussion I (reply posts) | |

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| Week | Topic | Assignments | Due Dates |
|------|---|---|-----------|
| 11 | People Who Look, Move and Communicate Differently | <ul style="list-style-type: none"> ▪ Discussion II (initial post) | |
| 12 | People Who Look, Move and Communicate Differently Reporting Research Ethically Disseminating Social Science Research: Introduction to Research Posters | <ul style="list-style-type: none"> ▪ Learning Probe II ▪ Discussion II (reply posts) ▪ Reporting Research Ethically quiz. ▪ Optional Extra Credit Assignment | |
| 13 | People Who Behave or Learn Differently/People with Non-Visible Disabilities Reporting and Disseminating Social Science Research: | <ul style="list-style-type: none"> ▪ Learning Probe III ▪ Discussion III (initial post) ▪ Research Posters- Draft | |
| 14 | People Who Behave or Learn Differently/People with Non-Visible Disabilities | <ul style="list-style-type: none"> ▪ Discussion III (reply posts) ▪ Research Posters- Final ▪ Optional Extra Credit Assignment | |
| 15 | Disseminating Social Science Research: Virtual Poster Session-conducted via course Discussion Board | <ul style="list-style-type: none"> ▪ Discussion IV-Research Posters | |

~ End~