FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Special Education

College Education

UUPC Approval 1/26/26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	***Current* Course Title**
EEX 2091	Disability and Society and RI: Disability and Society

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix
From: **To:**

Change course number
From: **To:**

Change credits*
From: **To:**

Change grading
From: **To:**

Change WAC/Gordon Rule status**
Add ☐ **Remove** ☐

Change General Education Requirements***
Add ☐ **Remove** ☐

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:
Remove as a program prerequisite to program core

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

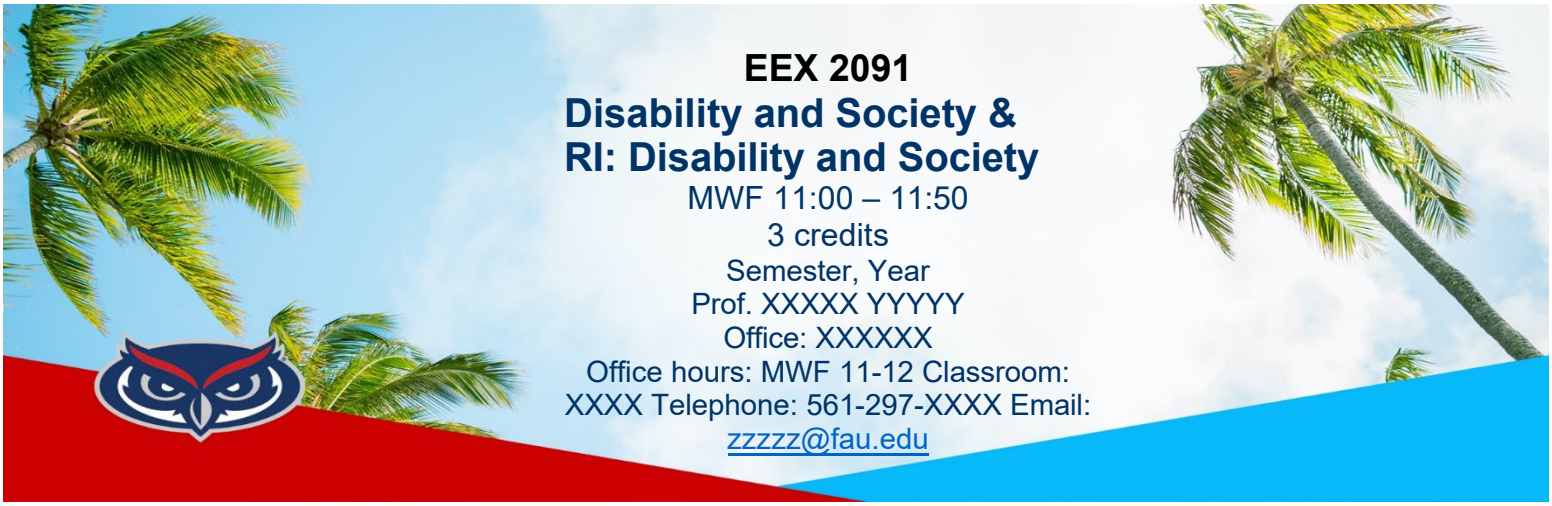
Effective Term/Year for Changes: Summer 2026

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Lisa Finnegan/Lfinnegan@fau.edu/561-297-3284

Approved by	***Date***
Department Chair	12-1-25
College Curriculum Chair	12/18/2025
College Dean Charles Dukes	1/5/2026
UUPC Chair Korey Sorge	1/26/26
Undergraduate Studies Dean Dan Meeroff	1/26/26
UFS President	
Provost	

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



EEX 2091
Disability and Society &
RI: Disability and Society

MWF 11:00 – 11:50
3 credits
Semester, Year
Prof. XXXXX YYYYY
Office: XXXXXX
Office hours: MWF 11-12 Classroom:
XXXX Telephone: 561-297-XXXX Email:
zzzzz@fau.edu

TA name	xxxxxx xxxxxxxxx
Office	xxxxxxxx
Office hours	MWF xx:xx – xx:xx
Telephone	561-297-xxxx
Email	xxxxxx@fau.edu

Course Description

This is an introductory course providing life-span perspectives on disability (applicable to both noneducation and education majors), analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in 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.

RI: Disability and Society
This is an introductory course providing life-span perspectives on disability (applicable to both noneducation and education majors), analyzing evidence-based approaches to understanding individual differences and effective support strategies for people with disabilities. The course provides a general introduction to disability using objective research methodologies including psychology, education, and evidence-based practices to understand individual capabilities and develop effective interventions. Students examine disability through critical analysis of empirical research and evidence-based practices that promote individual achievement and independence. This is a research-intensive (RI) course.

Instructional Method

Please include here a brief statement about the Instructional Method and the expectations for student attendance in your class. Example 1: In-Person. There is no remote option for this course. Example 2: This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

Prerequisites/Corequisites:

Course Objectives/Student Learning Outcomes

Content Selection and Focus
In compliance with Florida Statutes Section 1000.05 and Rules 6A-5.066 and 6A-5.081, Florida Administrative Code, this course:

- *Emphasizes critical thinking, content mastery, and effective instructional strategies*
- *Focuses on research-based practices that promote student achievement*
- *Provides opportunities to develop professional competencies and pedagogical skills*

Instructional Materials Usage
Selected Content: *Course instruction will focus on textbook chapters, articles, and materials that directly support course objectives and professional preparation. Not all chapters or sections of assigned textbooks may be covered, as content selection is guided by:*

- *Alignment with Florida state standards and educator competencies*
- *Evidence-based research supporting effective teaching practices*
- *Professional relevance to classroom instruction and student success*
- *Compliance with state educational requirements*

Course Objectives / Learning Outcomes:

Our coursework is guided by the Florida Standards, the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Council for Exceptional Children (CEC) Standards, and CAEP Accreditation Standards. Student competencies developed through these standards are measured and demonstrated through mastery of the Florida Educator Accomplished Practices, which represent the core knowledge, skills, and professional behaviors expected of effective Florida educators.

Teacher Candidates will demonstrate proficiency in applying skills and behaviors in effective teaching, management, and collaboration. Teacher Candidates must demonstrate the Florida Educator Accomplished Practices through observations, coursework and interactions with stakeholders.
By the end of the course, teacher candidates shall successfully demonstrate the competencies as outlined in the Florida Educator Accomplished Practices.
The FEAP are based upon and further describe the following four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in section 1003.42(3), F.S.

Effective educators apply these foundational principles through six practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

This course complies with Rules 6A-5.066 and 6A-5.081, Florida Administrative Code. Course content and assessments focus on providing students with opportunities to think critically, master content knowledge, learn effective instructional strategies, and demonstrate teaching competence. All evaluation of student work is based solely on demonstrated skill and performance. Course materials do not distort significant historical events, promote identity politics, or endorse theories that systemic racism, sexism, oppression, or privilege are inherent in U.S. institutions.

Expected outcomes based on the FEAPs

The Candidate will:

- Applies technology to organize and integrate assessment information. (A.4.f)
- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (B.1.a)
- Examines and uses data-informed research to improve instruction and student achievement. (B.1.b)
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. (B.1.c)
- Engages in targeted professional growth opportunities and reflective practices. (B.1.e)
- Implements knowledge and skills learned in professional development in the teaching and learning process. (B.1.f)

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Course Evaluation Method

Include a breakdown of the graded course components and their weight in determining the overall course grade (e.g. Midterm exam--20%, Essay #1--15%, Attendance and Participation--10%, etc.). Students are entitled to know how they are progressing in a course based on the individual grades received. If you have a policy about how unexcused class absences will affect the final grade, clearly state your policy. Please note that the University Provost, in order to identify and assist students at academic risk, requests that courses with freshmen have graded assignments well before midterm. If applicable, also note the minimum grade required to pass the course (if not a "D-").

Course Orientation weighted grade category = 5% total course grade
The assignments in the Start Here Module are designed to help you become acquainted with your classmates and course expectations.
Phone number: 2 points (Orientation category)
Narrated Presentation: 25 points (Orientation category)
Syllabus & Course Agreement Quiz: 10 points (Orientation category)
You can take the syllabus quiz as many times as necessary to achieve 100%.

Research Experience Requirement (RER) weighted grade category = 5% total course grade
RER Research Experience Requirement: 10 points (RER category)
Additional details about the Research Experience Requirement are provided in the Canvas course.

Concept Mapping weighted grade category = 15% total course grade
Concept Map 1: 10 points (Concept Mapping category)
Concept Map 2: 30 points (Concept Mapping category)
Detailed instructions, resources, and grading rubrics are provided in the Canvas course.

Quizzes weighted grading category = 20% total course grade
4 Quizzes: 10 points each (Quizzes category)
You may retake each quiz multiple times. Your highest score will be recorded in Grades.
Quizzes will close at the stated due date and time. Late submissions will not be possible.

Self-Directed Field Project (SDFP) weighted grading category = 20% total course grade
Instructions, resources, and grading rubrics are provided for each assignment. Each assignment will close at the due date and time. Late submissions will not be possible.

Select SDFP Research Question: 1 point (SDFP category)
The research question will serve as the foundation of your Self-Directed Field Project.
SDFP Development Activity I & II (Introduction & Rationale): 10 points (SDFP category)
SDFP Development Activity III (Method): 15 points (SDFP category)
Collect data for your Self-Directed Field Project (No deliverables, no points)
SDFP Development Activity IV & V (Summary and Discussion): 15 points (SDFP category)
SDFP Final Paper: 75 points (SDFP category)

Discussions weighted grading category = 20% total course grade
3 Discussions: 100 points each (Discussions category)

Learning Probes weighted grade category = 20% total course grade
10 Learning Probes: 5 points each (Learning Probes category)

Extra Credit Opportunities = extra 5% total course grade
4 Optional Activities: 10 points each (Extra Credit Opportunities category)

WEIGHTED GRADE DISTRIBUTION
The instructor will calculate your grade based on the following weighted distribution:
Category (% total grade)
Course Orientation (5%)
(RER) Research Experience Requirement (5%)
Concept Mapping (15%)
Quizzes (10%)
Self-Directed Field Project (SDFP) (20%)
Discussions (20%)
Learning Probes (25%)
Extra Credit Opportunities (5%)

Course Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Special Course Requirements (if applicable)

State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

Classroom Etiquette Policy (if applicable)

If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

Policy on the Recording of Lectures (optional)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:
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.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. 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 absences 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.

Counseling and Psychological Services (CAPS) Center

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

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

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

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

Watermark (Livetext) Assessment Tool Statement for Course

Students in this course are required by the College of Education to have an active Livetext account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active Livetext account may have an academic hold placed on their record. Information regarding account activation is provided on the college of education website: https://www.fau.edu/education/students/livetext/

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Flexible Policy:
The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

Required Texts/Readings

Stigma
ISBN: 9780671622442
Publisher: Simon & Schuster

This course utilizes textbooks and materials selected for their academic rigor and alignment with evidence-based educational practices. All assigned readings and materials support the development of professional competencies outlined in the Florida Educator Accomplished Practices (FEAPs) and course learning objectives.

Supplementary/Recommended Readings (if applicable)

Course Topical Outline

- Concept Mapping
- Discourse Models
- Stigma (Goffman, p1)
- Stigma (Goffman, p2)
- Conceptualizing Stigma
- Social Science Research
- Awareness and Effect on Disability
- Life Span Issues
- People Who Look Different
- People Who Move Differently
- People Who Communicate Differently
- People Who Behave Differently
- People Who Learn Differently
- People with Non Visible Disabilities
- Advocacy