Abraham S. Fischler College of Education and School of Criminal Justice
NOVA SOUTHEASTERN UNIVERSITY

NSU Florida

ORGL 8770 - Critical Thinking for Decision Making

I. Course Information

Course: ORGL 8770 - Critical Thinking for Decision Making
Semester Credit Hours: 3.0
Course CRN and Section: 22870 - H01
Semester and Year: Fall 2021
Course Start and End Dates: 08/23/2021 - 12/12/2021
Building and Room: Online Venue - CANVAS

II. Instructor Information

Professor: Dr. Marisel Elias
Email: emarisel@nova.edu
Phone: 305-215-7287 **Office Hours:**

Day	Time	Location
T	4:00pm - 6:00pm	On-line Office Hours via ZOOM

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	08/23/2021 - 12/12/2021		San Juan, Puerto Rico	Online Venue- CANVAS
S	08/28/2021 - 12/11/2021	8:30 AM - 4:29 PM	San Juan, Puerto Rico	-
U	08/29/2021 - 12/12/2021	8:30 AM - 12:29 PM	San Juan, Puerto Rico	-

IV. Course Description

Catalog Description
Provide a framework to enhance creative and critical thinking toward applying a structured decision-making process within the context of an organization. Analyze situations requiring decisions and determine those approaches most effective. Focuses on prospective organizational leader's knowledge, skills, and abilities impacting and enhancing organizational activities. Develop and explore solutions toward making informed decisions using resources when planning and evaluating strategies. This course aims to improve decision-making policies by applying critical thinking techniques that minimize risks and maximize the impact of an organization's mission.
Course Rationale: This course is designed for potential and practicing leaders to have a solid base for applying critical thinking skills through decision making. In addition, this course will develop the critical thinking and decision making skills in understanding the importance to recognize, clarify, assess, and evaluate the impact of the decision making process within an organization.

V. Course Objectives / Learning Outcomes

Students will demonstrate the knowledge, skills, and abilities inclusive in the following:
1) Demonstrate the ability to recognize assumptions, evaluate arguments and draw conclusions toward gaining an increasing ability to think critically.
2) Examine biases, misunderstandings and assumptions of oneself and others and the impact on decision making process.
3) Analyze techniques for and method of evaluation when comparing alternative solutions.
4) Recognize, clarify, and assess issues, claims, arguments, and explanations within organizations.
5) Evaluate arguments on consistency, relevance, and support.
6) Appraise and interpret current belief systems and ethical situations in a multicultural environment.
7) Design effective strategies and structures of the analytical process.
8) Examine the strengths and weaknesses within the art of evaluating thinking to ensure the encouragement of understanding, ethics, religion, and diversity.
9) Develop procedures to confront challenges that contain biases and non-factual information.
10) Obtain knowledge to evaluate media and recognize reliable web sources especially world wide web and online information.
11) Improve decision-making capabilities through critical thinking, reasoning and creative problem solving through logical analysis and evaluation of arguments.
12) Use critical thinking techniques within any educational curriculum or organizational training program.
13) Differentiate critical thinking skills in the context of the emerging global changes affecting education, business, and government.
14) Evaluate critical thinking through analysis of thought through effective decision-making.
To Students: Please refer to your individual Canvas course for any additional information designed by your specific professor.

Please refer to your specific Professor's expectations, due dates, policies, scoring guidelines, and other documents. Please refer to the modules and announcements.

VI. Materials and Resources

Book Url: NSU Book Store
Course Required Texts and Materials:
> **NOTE**: *Before purchasing textbooks, first check the course textbook list for updates.*
> http://nsubooks.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=10055

Required Textbook(s): No textbook required
> Students will be instructed to read articles web sites, review power points, and video clips both attached to Canvas and found on YouTube.

Course Supplemental Materials:
Required Supplemental Materials:
> American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: Author.
> Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak.
> Harris, R. A. (2014). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th ed.). Glendale, CA: Pyrczak.
> Nova Southeastern University, Abraham S. Fischler College of Education. (2016). *Format guide for the applied dissertation*. Retrieved from http://education.nova.edu/applied-research/forms/FGAD%20May%202016.pdf

Additional Assistance with APA Formatting and Writing:
> Nova Southeastern University, Abraham S. Fischler College of Education. (2016). *Resources for writing and preparing the applied dissertation.* Retrieved from http://education.nova.edu/applied-research/writing-and-preparing-the-dissertation.html

Nova Southeastern University, Abraham S. Fischler College of Education. (2016). *SharkWrites*. Retrieved from http://nova.campusguides.com/sharkwrites/writing

Please note: Reference lists/required text information throughout this syllabus are <u>not</u> in accordance with 7th edition APA style, so as to allow for condensing of information; hyperlinks are included here for the convenience of students and professors utilizing this syllabus.

VII. Course Requirements

It is crucial for every FCE-SCJ student who is enrolled in the ORGL 8770 course to understand that there are many course sections and that each professor may have their own philosophies and expectations. This is acceptable as long as there are no changes in the learning outcomes. Please note that the syllabus is a **generic document** that outlines the course learning outcomes, assignments, discussions, and other critical information (see table below).

Note: ORGL 8770 will follow a 16-week schedule; the number of weeks in a semester may vary due to NSU's observance of holidays and breaks. Fall and winter semesters are 16 weeks; the summer semester is 14 weeks. **Since semesters also have different holidays and breaks, please contact your class professor for specific dates and times regarding all submissions. You must use the Canvas calendar that your specific professor created for all detailed calendar of events and due dates.**

Note: For the purpose of **ZOOM sessions**, please refer to your specific professor's policies of online sessions. **It will be the responsibility of each student to make sure his or her computer is up-to-date with all settings as well as working audio and speaker capabilities.**

The student should also contact the University's help desk for technical assistance at 954-262-help (4357) or 1-800-541-6682, ext. 24357, if necessary. The student should also have many web browsers downloaded to their computer as many programs have compatibility issues (e.g., Explorer, Firefox, Google Chrome, Safari).

It is recommended to consult the Hardware Guidelines for Computing at NSU https://www.nova.edu/publications/it-standards/ and https://www.nova.edu/portal/oiit/support/izone/what-is-canvas-.html Canvas support for students can be easily reached at 1-844-865-2568. All Help links and information are available within Canvas courses.

VIII. Course Schedule and Topic Outline

Course Schedule:

Generic Dates	Topics	Assignments & Expectations
Week 1 **Refer to your specific professor's calendar of assigned dates**	Orientation: What is critical thinking and characteristics? Why teach critical thinking? Autobiographical Discussion and Contractual Expectations and Policies	**Autobio discussion containing several contractual expectations and policies due the first week of the course . . .** **NO exceptions** **Stay proactive with all due dates**
Week 2	Develop critical thinking skills and policies	**Discussion 1 due** **Stay proactive with all due dates**
Week 3	Critical thinking teams . . . develop thinkers	**Stay proactive with all due dates**
Week 4	Decision-making process; Decision making in organizations . . . develop decision makers	**Discussion 2 due** **Stay proactive with all due dates**
Week 5	Build teams and think tanks	**Stay proactive with all due dates**

Week 6	Improving Group Decision Making	**Assignment 1 due** **Stay proactive with all due dates**
Week 7	Develop solutions	**Discussion 3 due** **Stay proactive with all due dates**
Week 8	Finalize the handbook	**Stay proactive with all due dates**
Week 9	Leadership and communication issues	**Discussion 4 due** **Stay proactive with all due dates**
Week 10	Failed policies and no compromise	**Stay proactive with all due dates**
Week 11	Toxic climate . . . organizational climates	**Assignment 2 due** **Stay proactive with all due dates**
Week 12	Stress influence on critical thinking and decision making.	**Stay proactive with all due dates**
Week 13	Physical and emotional health effects	**Discussion 5 due** **Stay proactive with all due dates**
Week 14	Review Critical Thinking Importance	**Stay proactive with all due dates**
Week 15		**Discussion 6 due** **Stay proactive with all due dates**
Week 16		**All work must be submitted to pass the course no matter the grade point average**

Topic Outline:
To Students: Please refer to your individual Canvas course for any additional information designed by your specific professor.

IX. Instructional Methods

To Students: Please refer to your individual Canvas course for any additional information designed by your specific professor. This includes due dates, expectations, philosophies, scheduled ZOOM meetings, and etcetera.

Please note that the point system listed in this syllabus was made by the content area faculty. However, each faculty member can adjust the point system based on their expectations, but those new point scales will be listed in their individual Canvas course. No changes are to be made in this generic syllabus.

X. Assignments

1. **DESCRIPTION OF ASSIGNMENTS: Reading, Contractual Discussion, Discussions, and Written Assignments. Please note that all scoring guides are listed in the Canvas platform to include policies regarding due dates, deadlines, and plagiarism. Every assignment must include the FCE title page. Please consult the FCE Standard Format for Written Assignments for additional formatting requirements. All Submissions must conform to APA.**
   A. **Reading Assignments**

Since there is no text for this course, it will be the students' responsibility to research topics designated for reading because this content is critical to develop an understanding of the many aspects regarding critical thinking, decision-making, and leadership. It is essential that students read and be prepared to discuss (i.e., online sessions) the content of these chapters as a foundation for the elaboration and expansion of these and related topics by the professor. Please note that since this is a doctoral course, please schedule your weeks during the semester to review every chapter; this is a self-directed platform. **Please review the Canvas links regarding scholarly versus non-scholarly resources. Either**

your professor will upload these or students will need to search the Internet and YouTube for *scholarly resources versus non-scholarly resources.* It will be the responsibility of all students to know how to research and properly cite scholarly resources.

B. Discussion Board Expectations: Discussions and autobio/introduction discussion

Posting of Weekly Discussion Topics (30 total points; each professor will set their individual expectations for grading). Please refer to the Canvas course for all discussions, as each professor will design their own topics.

Each week that a discussion is due, you will be required to complete readings (e.g., scholarly journals, dissertations, books) that will be pertinent to the discussion topic. The topics are organized over a 16-week fall and winter semester (14-week summer semester). Weekly discussions constitute our virtual classroom where you will research the topics and respond with your personal thoughts using first person.

You should provide a comprehensive response to the discussion topics that must be no less than 350 words. There will be NO posting of questions or quotes, only statements based on your interpretation of the topic. This section comprises of 30% of the course grade. Omitting weekly discussions and trying to "catch up" is not acceptable and will affect your grade.

Students are **required** to **respond** to at least one of their classmates' postings. This one response MUST BE no less than 150 words; no posting of questions or quotes, only responding statements. Please note that you have only one response compared to many. Therefore, please contribute your expertise with your peers. Again, it is imperative to stress that each professor might have more than one peer response included in the requirements of the discussions.

Discussion posts are considered *as formally graded* and assessed components of your grade. The combined number of points for the Discussions & Responses is **30 points**. Please read the rubrics and scoring guide in the Canvas Course on how Discussions and Responses are assessed, per your professor.

Please check with your professor regarding his or her expectations for the discussions as well as all due dates and times.

In addition, to stay current with student-to-student interaction, after each discussion is submitted, please contact any of your peers via the discussion area if you wish to discuss topics, resources, format, and etcetera. This will allow all of you to have an idea of your peers' topics and the ability to connect with one another to share more information and make your dissertations stronger; collaboration is a good thing.

Collaboration is important not just because it's a better way to learn. The spirit of collaboration is penetrating every institution and all of our lives. So learning to collaborate is part of equipping yourself for effectiveness, problem solving, innovation and life-long learning . . .Don Tapscott

C. Written Assignments:

Every assignment must include the FCE title page. Please consult the FCE Standard Format for Written Assignments
at http://education.nova.edu/Resources/uploads/app/28/files/PDF/fse_standard_format.pdf for additional formatting requirements for assignments. All assignments and discussions in the course should demonstrate quality writing. Doctoral level capabilities in terms of thinking, conceptualizing, and analyzing need to be evident in all writing. Clarity, good organization, logical content and, correct grammar are expected. The student is expected to use the NSU Form and Style Guidelines as well as the APA guidelines (7th ed.).

Both assignments are required to have the specific pages of content; however, you are more than welcome to have more than the required pages per submission. Please refer to your professor's expectations and philosophies, which will be in their specific Canvas course.

Note: Some professors utilize the announcement link to upload more information regarding the assignment. Please review their individual expectations.

Assignment 1: Create an Organizational Handbook to Promote Critical Thinking and Decision Making (35 points)

The rubric for this assignment is located in the Canvas course under the assignment link and course content/modules link. **Please refer to your specific professor's expectations and grading.**

This is a group project of 3 to 4 members maximum. I am aware that some people do not like to work in groups, but since this is a critical thinking course, I want each team to collaborate and create a 3 to 4 module handbook to promote critical thinking and decision making for any organization. Each person will be tasked to create their individual module as I will grade each module separately based on your writing, research, and contribution. However, as a team, you must (a) collaborate on the overall title of the handbook, (b) develop a connection of module themes so the handbook flows well, and (c) create a well-written introduction and conclusion. With your team, research for scholarly and non-scholarly resources of this course, and determine what an organization needs to know and do in order to become a leading organization of individuals, who on their own, can think, make decisions, and develop solutions.

I would like all handbooks to be uploaded and showcased in NSUWorks; this is a publishing platform that provides unpublished and published works of students and faculty. There is no set format to this document, only that **each person contribute at least FIVE full pages of written content.** You may also be creative and insert images, tables, figures, and other visual aids; however, this final product must be an academic-level document. The visuals will not replace any pages of the written content, only added to the number of pages. Each module will have a specific title with the individual team members name inserted below the title; just like an edited book chapter of individual contributors. **Each team member must have SIX scholarly and SIX non-scholarly resources for their module (12 total sources).** I do require headings to outline your paper so any reader can follow your work, page numbers, and a references page at the end of each individual module. The title page should have all team members' names listed as well. Please review all scoring guides located in the Canvas course.

 Be very creative using **twelve outside scholarly resources (2015 to present)** to create this handbook. ***Do not utilize only one source per page as you <u>must synthesize your content, meaning that your paragraphs need two or more sources to synthesize the content and validate your claims</u>***. Please refer to *The Art of Synthesizing: A Masterpiece in the Making*, by Dr. Ross and Dr. Sasso. This can be accessed from my NSUWorks page, which is located in my Contact Information link.

Please refer to the scoring guide based on your professor's expectations.

All papers are to be submitted by the due date; there are no exceptions so please work ahead and do not wait until the weekend prior to the due date to start your assignment. **Please communicate with your individual professor for exact due dates and expectations.**

Many leaders in partnership with their employees have drafted mission statements, visions, and core values that drive the priorities and beliefs of their organization. For this assignment, you are given a task by your leader to go beyond the typical mission, vision, and core values and form a team of experts (i.e., 3 to 4 members) in order to create a handbook that sets a new standard within the organization. This task is to create a handbook that contains many strategies to promote an organizational climate of critical and positive thinkers, decision makers, and problem solvers; not a climate of complainers, cry-babies, rumor mongers, and etcetera. These days are hopefully over in the real world, as your task is to immerse you and your team in a think tank approach and not emerge until you have developed an award-winning handbook that promotes organizational success. :)

I will allow you select your own 3 to 4 member teams (no more than 4 members) by Friday midnight of the first week. If there are no team selections, then I will make the teams.

Since this course does not have a required textbook, I expect each team to communicate, collaborate, and strategize on how to create this handbook. This is a true decision making adventure. Good Luck!!!

Assignment 2: Deciding How to Survive in a Toxic Culture (35 points)

The rubric for this assignment is located in the Canvas course under the assignment link and course

content/modules link. **Please refer to your specific professor's expectations and grading.**
At any time in your career, have you observed a political situation that went against the organization's ethical standards, creating a toxic environment?   A political culture could be nepotism, favoritism, backdoor hiring, political hacks, blackmail, race, gender, envy, and etcetera. Political behavior does not change with the times, it is what it is. It is like a revolving door or a carrousel analogy as it is a never-ending journey of people constantly going through the doors or jumping on for the ride.
"A concept which is closely related to power and authority in organizational settings is politics or political behaviour. Politics are often viewed as synonymous with dirty tricks or back-stabbing and as something distasteful" (Pheng & May, 1997, p. 161).
Explain how you would survive in a toxic organizational environment in which the following issues are present within the organization. More specifically, how would you survive with each of the five factors encountered:
1. Introduction
2. Major communication problems
3. Inconsistency of individuals not following policies
4. Narcissistic and toxic leaders
5. Disgruntlement regarding the political culture mentioned above
6. Physical and emotional health effects

This assignment will require a brief background introduction of a possible workplace without giving the actual name. This will set the stage of the paper. You will then need a short conclusion based on why you would stay or leave this organization. You will find the assignment template uploaded in the Canvas course area.
Minimum of six pages of content and a minimum of 12 scholarly sources with limits regarding publication dates. Please review all scoring guides located in the Canvas course. **At your professor's discretion, a template may be issued and must be used to cover these listed topics.**

Be very creative using **twelve outside scholarly resources (2015 to present)** to create this assignment. ***Do not utilize only one source per page as you must synthesize your content, meaning that your paragraphs need two or more sources to synthesize the content and validate your claims***. Please refer to *The Art of Synthesizing: A Masterpiece in the Making*, by Dr. Ross and Dr. Sasso. This can be accessed from my NSUWorks page, which is located in my Contact Information link.
Please refer to the scoring guide based on your professor's expectations.
All papers are to be submitted by the due date; there are no exceptions so please work ahead and do not wait until the weekend prior to the due date to start your assignment. **Please communicate with your individual professor for exact due dates and expectations.**

D. Synchronous Online Sessions

There **may** be a ZOOM session prior to each assignment to review the expectations as well as answer any questions or concerns. **Each professor can schedule as many online sessions as deemed necessary as it is always beneficial to have student-to-student and student-to-faculty interactions. A professor can also upload pre-recorded sessions in the announcements for students to review other important information.**
For the purpose of any formatted online sessions, it will be the responsibility of each student to make sure his or her computer is up-to-date with all settings to include Java alerts as well as working audio and speaker capabilities.   For the purpose of **ZOOM sessions**, please refer to your specific professor's policies of online sessions.   It will be the responsibility of each student to make sure his or her computer is up-to-date with all settings as well as working audio and speaker capabilities.

The student should also contact the University's help desk for technical assistance at 954-262-help (4357) or 1-800-541-6682, ext. 24357, if necessary.   The student should also have many web browsers downloaded to their computer as many programs have compatibility issues (e.g., Explorer,

Firefox, Google Chrome, Safari).

It is recommended to consult the Hardware Guidelines for Computing at NSU https://www.nova.edu/publications/it-standards/ and https://www.nova.edu/portal/oiit/support/izone/what-is-canvas-.html

Canvas support for students can be easily reached at 1-844-865-2568. All Help links and information are available within Canvas courses.

Each faculty member will have different philosophies of required online session, non-mandatory online sessions, or pre-recorded online sessions. The online sessions are designed to transfer information regarding all course expectations. The sessions that are not mandatory, will be informational . . . and will be recorded for archival retrieval.

XI. Assessments

To Students: Please refer to your specific professor regarding any assessment expectations. Please note that all discussions are listed in the Canvas course with all of your professor's specific grading philosophies.

XII. Grading Criteria

Final Course Grade:

Students should understand that obtaining the letter grade of an **"A"** represents truly **superior** performance within all criteria utilized to evaluate all of the student's work. This grade refers to the work that has been submitted by the due date, is professionally and academically written, represents a high conceptual level of content **over and above minimal** requirements, and reflects breadth and depth of ideas, as well as new perspectives and original thought.

A letter grade of a **"B"** represents **satisfactorily** completing all required work, to include late submissions, in the course and minimally meeting the standards on all assignments.

A letter grade of a **"C"** represents a minimal satisfied completion of all required work.

A letter grade of an **"F"** represents that the student did not submit the assignment by the due date and deadline, did not meet the expectations of the assignment, and plagiarized the research.

The framework for evaluating written work addresses five major categories:
Content: Ideas, thoughts, logic reflect a level of sophistication expected at the doctoral level.
Writing/presentation: Error-free grammar, punctuation, sentence structure, and clear organization.
APA form and style: Writing adheres to all APA rules in the body of the paper and in the reference section.
Due dates and deadlines: All due dates and deadlines are required or points will be deducted. Being late is not considered superior and doctoral level work, and not suitable for a letter grade of an A.
Plagiarism and unintentional plagiarism: All work will be submitted through Turnitin or other plagiarism detecting software. Points will be deducted and possibly a failing grade will be earned if plagiarism is detected.

Course Assignments and their percentage of the final grade

Assignments	Points

Assignment 1	35
Assignment 2	35
Autobio, discussions, and participation	30
Total	100

EdD Grading Scale		
Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	0.0
As of August 19, 2019		

XIII. Course Policies

To Students: Please review your specific professor's course policies, expectations, grading, and other philosophies in your Canvas course.

XIV. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online http://education.nova.edu/students/current-students/studentcataloghandbook.html.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.

2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).

5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic

misconduct

6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.

7. **Bribery**: offering of goods, services, property, or money in an attempt to gain an academic advantage.

8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.

9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at http://www.nova.edu/disabilityservices/index.html, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation
- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available http://education.nova.edu/students/current-students/studentcataloghandbook.html. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:
Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XV. Bibliography

To Students: Please refer to your specific professor's Canvas course for extra content.

XVI. Appendix/Appendices

To Students: Please refer to your specific professor's Canvas course for extra content.

Course Syllabus Management Team

Lead Faculty:
Dr. David B. Ross, Professor
Last Revised Date:
July 23, 2021 Dr. David B. Ross, Professor