



## *CDM 3525 - Clinical Pediatric Dentistry I Rotation*

### I. Course Information

**Course:** CDM 3525 - Clinical Pediatric Dentistry I Rotation  
**Semester and Year:** Fall 2021  
**Course Start and End Dates:** 07/26/2021 - 12/12/2021  
**Course Reference Number:** 24095  
**Semester Credit Hours:** 1.0

### II. Instructor Information

**Professor:** Victor R Oramas  
**Email:** vo39@nova.edu  
**Office Hours:**  
 Hours by Appointment.

### III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	07/26/2021 - 12/12/2021		Ft Lauderdale/Davie Campus	-

### IV. Course Description

This course includes the clinical application of preclinical pediatric dentistry skills in children and adolescents, age range 0 to 21 years old. All patients are treated in a comprehensive care format with emphasis in: nonpharmacological behavioral management, record keeping, comprehensive diagnosis, and treatment planning, prevention including caries risk assessment, restorative dentistry including composite and amalgam restorations in primary and mixed dentition. All clinical treatment is accomplished under the direct supervision of faculty members from the Section of Pediatric Dentistry.

### V. Course Objectives / Learning Outcomes

#### Course Learning Outcomes

At the completion of this course, the student will be able to:

1. Apply the principles of child management in the dental office and evaluate the parent-child relationship.
2. Apply appropriate ways to effectively and efficiently provide dental treatment to the child patient.
3. Identify and apply the tooth eruption schedules during the process of diagnosis and treatment planning.
4. Apply different caries prevention strategies including fluoride application, tooth brushing, flossing, nutrition and early caries detection.
5. Assess the pediatric patient for any further treatment needs or when referral is indicated.

**COLLEGE OF DENTAL MEDICINE COMPETENCY STATEMENTS Faculty Note: Use the most updated version of the CDM Predoctoral Competency document to select the corresponding competencies for this course. Be sure to select the number of the competency statement and the verbatim competency statement as it appears on the competency document. For each competency indicate the type of**

**assessment (formative or summative) that will be employed to measure the attainment of the competency**

**Core Competencies:**

**Related Competencies as defined by educational outcomes**

**1. Graduates must be competent in patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent. [CODA Predoctoral Standard 2-24(a)]**

*Formative Assessment- Class Project; Pre-session huddle and clinical daily grade*

**3. Graduates must be competent in recognizing the complexity of patient treatment and identifying when referral is indicated. [CODA Predoctoral Standard 2-24(c)]**

*Formative Assessment- Class Project; Pre-session huddle and clinical daily grade*

**4. Graduates must be competent in health promotion and disease prevention. [CODA Predoctoral Standard 2-24(d)]**

*Formative Assessment- Class Project; Pre-session huddle and clinical daily grade*

**16. Graduates must be competent in providing oral health care within the scope of general dentistry to patients in all stages of life. [CODA Predoctoral Standard 2-23]**

*Formative Assessment- Class Project; Pre-session huddle and clinical daily grade*

**20. Graduates must be competent in the application of the fundamental principles of behavioral sciences as they pertain to patient-centered approaches for promoting, improving and maintaining oral health. [CODA Predoctoral Standard 2-16]**

*Formative Assessment- Class Project; Pre-session huddle and clinical daily grade*

**27. Graduates must demonstrate competence in the ability to self-assess, including the development of professional competencies and the demonstration of professional values and capacities associated with self-directed, lifelong learning. [CODA Predoctoral Standard 2-11]**

*Formative Assessment- Class Project; Pre-session huddle and clinical daily grade*

**28. Graduates must be competent to access, critically appraise, apply, and communicate scientific and lay literature as it relates to providing evidence-based patient care. [CODA Predoctoral Standard 2-22]**

*Formative Assessment- Class Project; Pre-session huddle and clinical daily grade*

- This refers to the same as the items in the CDM Competency Document; please see them listed below.

## **FOUNDATION KNOWLEDGE**

### **STATEMENTS FOR THE GENERAL DENTIST**

FK1. Apply knowledge of molecular, biochemical, cellular, and systems-level development, structure and function to the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK1-1: Apply knowledge of the structure and function of the normal cell and basic types of tissues comprising the human body. (Encompasses Gross and Head and Neck Anatomy, General and Oral Histology, Dental Anatomy, Occlusion, TMJ, etc.). Select examples include: development and structure of the deciduous and permanent teeth.

FK2. Apply knowledge of physics and chemistry to explain normal biology and pathobiology in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK2-1: Apply knowledge of the principles of blood gas exchange in the lung and peripheral tissue to understand how hemoglobin, oxygen, carbon dioxide and iron work together for normal cellular function. (Encompasses Physiology, Systems Pathology, Oral Medicine, Pharmacology, etc.). Select examples include : normal blood chemistry and how blood chemistry assists diagnosis of common conditions such as anemia, diabetes, bleeding disorders, cyanosis, and acidosis

FK4. Apply knowledge of the principles of genetic, congenital and developmental diseases and conditions and their clinical features to understand patient risk in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK4-1: Apply knowledge of genetic transmission of inherited diseases and their clinical features to inform diagnosis and the management of oral health. (Encompasses Genetics, Hereditary Medicine, Developmental Biology, Teratology, etc.).

FK4-2: Apply knowledge of congenital (non-inherited) diseases and developmental conditions and their clinical features to inform the provision of oral health care. (Encompasses Genetics, Developmental Biology, Teratology, etc.). Select examples include: Ectodermal dysplasia, Amelogenesis imperfecta, Hereditary hemorrhagic telangiectasia, neurofibromatosis, dentinogenesis imperfecta, osteogenesis imperfecta, anterior overjet and thumb-sucking, basal cell nevus syndrome, various bleeding disorders, osteoporosis, other hereditary and non-hereditary conditions.

FK5. Apply knowledge of the cellular and molecular bases of immune and non-immune host defense mechanisms in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK5-1: Apply knowledge of the function and dysfunction of the immune system, of the mechanisms for distinction between self and non-self (tolerance and immune surveillance) to the maintenance of health and autoimmunity. (Encompasses Immunology, Immunopathology, Immunobiology, Microbiology, Virology, etc.). Select examples include: the role of the immune system in the pathogenesis of periodontal disease, the effect of immunization in the prevention of infectious diseases

FK8. Apply knowledge of pharmacology in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK8-1: Apply knowledge of pathologic processes and basic principles of pharmacokinetics and pharmacodynamics for major classes of drugs and over the counter products to guide safe and effective treatment. (Encompasses Basic and Applied Pharmacology, Cancer Biology, etc.). Select examples include: explain modes of action of the major classes of antimicrobial drugs, apply therapeutic strategies help minimize or prevent drug resistance, understand the use of multiple drugs with different mechanisms of action for cancer chemotherapy, Explain how conventional drug therapies could have side effects that impact on systemic conditions (i.e. the use of bisphosphonates and mandibular bone metabolism, the use of anti HIV protease inhibitors and caries incidence).

## VI. Materials and Resources

### Course Required Texts and Materials:

#### Recommended readings:

AAPD Pediatric Dentistry Reference Manual 2020/21 Definitions, Oral Health Policies and Clinical Guidelines <http://www.aapd.org/policies/>

McDonald and Avery Dentistry for the Child and Adolescent, 11th Edition  
by Jeffrey A. Dean DDS MSD (Author), David R. Avery DDS MSD (Author), Ralph E. McDonald  
DDS MS LLD (Author)

Pediatric Dentistry Clinical Reference Manual: Reference manual materials posted in Canvas under the course modules section for CDM 3525 Summer-Fall 2021 and Winter 2022 Term. A copy of the reference manual is also available at each rotation site.

**Faculty Note:** Please indicate the textbooks that are **required** for the class and if available, a hyperlink to the textbook. Also, indicate if there are articles or links to **required readings** that are required for the class *and* the site where the articles are available for the student (such as: Canvas, library, database).

**Course Supplemental Materials:**

Optional, NOT Required.

- Supplemental, Recommended, Optional, NOT required.

**The access to all instructional resources included in this course, such as, lectures, handouts, manuals, PowerPoint presentations, videos, photographs, pictures, articles and web links is limited to students who are enrolled in the course and is not for public distribution. The use of these instructional resources is exclusively for non-commercial and non-profit educational use. Students are recommended to download the instructional resources provided in the course, UNLESS, the course director instructs NOT to download specific files. We recommend that all students download, save, and keep the instructional materials from all the courses. These instructional resources will be very helpful references as you progress from year to year in the program.**

## VII. Course Schedule and Topic Outline

### Course Schedule:

Pre-doctoral Students will attend the Pediatric Dentistry Rotation according to rotation schedule at: NSU Center for Craniofacial Pediatric Special Needs Dental Care at Joe Di Maggio Children's Hospital and Mailman Segal Dental Clinic during Summer 2021, Fall 2021 and Winter 2022.

**Monday, 8:30 AM - 5:00 PM, Mailman Segal Dental Clinic.**

**Wednesday, 12:45 PM– 5:00 PM, NSU Center for Craniofacial Pediatric and Special Needs Dental Care at Joe Di Maggio Children's Hospital.**

**Wednesday, 12:45 PM - 5:00 PM, Mailman Segal Dental Clinic.**

**Thursday, 8:30 AM - 5:00 PM, NSU Center for Craniofacial Pediatric and Special Needs Dental Care at Joe Di Maggio Children's Hospital.**

**Friday, 8:30 AM – 5:00PM, NSU Center for Craniofacial Pediatric and Special Needs Dental Care at Joe Di Maggio Children's Hospital. Fall Term during Cosmetic Course: 12:45PM - 5:00PM (Aug 4-Oct 29, 2021). 8:30 AM -5:00 PM from Nov 5 - Apr 22, 2022.**

Clinics Address and Location:

**NSU Center for Craniofacial Pediatric and Special Needs Dental Care  
At JDM Children's Hospital**

**1150 North 35<sup>TH</sup> Avenue**

**2nd Floor, Suite #220**

**Hollywood FL 33024**

**Tel: (954)262-2186 (main) or 2189 (back office)**

**Mailman Segal Center**

**7600 SW 36 Street, Building 100**

**Davie, FL 33328**

**Tel: (954)262-1817**

**Topic Outline:**

N/A

**“Important note – Please note that due to the current Coronavirus pandemic, course schedules and course activities may be modified now and in future.**

**Faculty and students are responsible for keeping apprised of these changes and adjusting their schedules accordingly.”**

## **VIII. Instructional Methods**

**In this section of the syllabus you will find information about any course (instructional, assessment, assignments, benchmarks and/or clinical) modifications that were added to the course as a result of COVID-19**

N/A

## IX. Assignments

### Description of Assignments, Point Value and Rubrics

#### Clinical Daily Faculty Assessment of Student Performance and Student Self-assessment forms:

Completed in Axium after each patient assignment.

#### Student clinical daily performance is evaluated using the following grading criteria:

Patient Management	Organization	Record keeping	Professional Conduct	Clinical Judgment	Clinical skills
<b>1: Needs remediation</b> Below standard/Faculty Intervention		<b>2: Needs improvement</b> Acceptable/Instructor Assistance		<b>3: Competent</b> Meets expectations/Faculty Guidance	
				<b>4: Exceptional</b> Surpassed expectations/Independent	

#### Written Assignment:

1. Due date: April 11, 2022, before 11:59 PM, the assignment must be uploaded into Canvas assignment drop box.
2. Select a chosen topic of interest that stands out as a learning experience in your CDM 3525 Pediatric Dentistry clinical rotation I.
3. Written assignment summary of the chosen topic of interest should be between 550-600 words, similar to an abstract format.
4. The assignment **MUST** be uploaded into Canvas on a PDF or Word format.
5. Provide title of four (4) peer reviewed articles in APA citation for publication format (**MUST include your citation within your written assignment**). Articles must be related to your chosen topic of interest, published after 2014).
6. **Please DO NOT provide summary of the articles.**

**NOTE: Late assignment submission without sufficient cause or communication to the Course Director prior to the deadline, may be subject to a Final Grade Reduction or receiving an Incomplete on the course.**

**1-3 days past deadline: Grade reduction of 5% per day.**

**3 or more: Student will receive an Incomplete. Make-up of final assignment required. (Make- up topic MUST be approved by Course Director prior submission).**

#### Assignment Rubric:

	High Proficiency 5	Proficiency 4	Acceptable 3	Needs Improvement 2	Unacceptable 1
<b>Content Assignment Criteria as per Instructor Guidelines</b>	-Writing meets <b>all</b> assignment content requirements	-Writing meets <b>most</b> assignment content requirements	-Writing meets <b>minimum</b> assignment content requirements	-Writing meets <b>some/few</b> assignment content requirements	-Writing <b>does not</b> assignment content requirements

<b>Purpose and Support</b>	-Writing is clear and appropriate for the purpose of the assignment. - <b>All</b> evidence and examples are effective, specific and relevant	-Writing is <b>generally</b> clear and appropriate for the purpose of the assignment-with some exceptions. -Evidence and examples are <b>generally</b> effective, specific and relevant-with some exceptions	-Writing is <b>adequate</b> in terms of clarity and appropriateness for the purpose of the assignment. -Evidence and examples meets <b>basic</b> requirements for being effective, specific and relevant	-Writing may be unclear and/or inappropriate for the purpose of the assignment. -Evidence and examples may require further development to be adequately effective, specific and relevant.	-Writing is unclear and inappropriate for the purpose of the assignment. -Evidence and examples are <b>not</b> effective, specific and relevant.
<b>Structure and Development</b>	-Ideas are coherently and logically organized with well-developed paragraphs and effective transitions.	Organization of ideas is <b>generally</b> coherent and logical. -In addition, <b>most</b> paragraphs are well-developed and use effective transitions.	Organization of ideas meets the <b>minimum</b> requirement for being coherent and logical. - <b>Some</b> paragraphs may be well-developed and use effective transitions while others do not.	Organization of ideas does not meet the <b>minimum</b> requirement for coherent and logical. - Paragraphs lack developed and/or fail to employ transitions effectively.	-Ideas are <b>incoherent</b> and <b>illogically</b> organized. - Paragraphs <b>undeveloped</b> and need transitions.
<b>Documentation of Sources</b>	-All sources are <b>critically reviewed</b> , documented and formatted following standard practices of the field (APA).	-Most sources are <b>critically reviewed</b> , and documented following standard practices of the field (APA).	-Sources meets the minimum requirement for being <b>critically reviewed</b> and documented following standard practices of the field (APA).	-Sources do not meet the minimum requirement for being <b>critically reviewed</b> and documented following standard practices of the field (APA).	- <b>Insufficient</b> sources and/or <b>Insufficient</b> quality, critical review and documentation. Standard practices of the field are not followed.
<b>Language and Mechanics</b>	- <b>All</b> sentences are well-written with varied sentence and virtually free of errors in grammar, punctuation and spelling.	- <b>Most</b> sentences are well-written with varied sentence and virtually free of errors in grammar, punctuation and spelling.	-Language is accessible to reader; however, many sentences may lack variation in structure. - <b>Minimally</b> acceptable number of errors in grammar, punctuation and/or spelling.	- <b>Some/few</b> sentences are well-written with <b>little</b> variance in structure and/or <b>numerous errors</b> in grammar, punctuation and/or spelling.	- Language may be inaccessible to reader. -Sentences are incomplete and/or contain error in grammar, punctuation and/or spelling.
<b>Topic Selection and Discussion</b>	-Maintains appropriate tone, diction and vocabulary for various mode of writing. -Work demonstrate clear understanding of the subject/topic of discussion.	-Tone, diction and vocabulary are <b>mostly</b> appropriate for various modes of writing. - Work <b>mostly</b> demonstrate understanding of the subject/topic of discussion.	- Tone, diction and vocabulary are <b>adequate</b> for various modes of writing. -Work <b>minimally</b> demonstrate understanding of the subject/topic of discussion.	-Lacks some important qualities for having the appropriate tone, diction and vocabulary for various modes of writing-but does not meet others. -Work demonstrates <b>some</b> understanding of the subject, but lacks the level of understanding required.	-Does <b>not</b> maintain appropriate tone, diction and/or vocabulary. -Does <b>not</b> demonstrate understanding of the subject/topic of discussion.

## X. Grading Criteria

Provide a List of all the graded work in the course ( Assessments, Class Activities, Classwork and Assignments) with Point or Percentage Values, or required Completion item.

**Grading Scale:**

**50%** Faculty assessment of student performance, according to all criteria & rubrics in the syllabus (SCA).

**5%** Student self-assessment and identification of learning needs.

**45%** Written Assignment

**Course Final Grade Mode for the course (Pass/Fail, PR/NPR or Letter Grade). For a continuum course, please specify the grade mode for each semester.**

**Grade Mode:**

**Inter-Semester Grade Progress Report (Summer and Fall)**

**PR- In Progress**

**NPR- No Progress**

**Final Grade: Letter Grade (End of Winter Term)**

**A: 93 to 100**

**A-: 90 to < 93**

**B+: 86 to < 90**

**B: 83 to < 86**

**B-: 80 to < 83**

**C+: 76 to < 80**

**C: 70 to <76**

**F: < 70**

**Course Grading Scale**

Letter Grade	GPA	Equivalence
A	4	93 to 100
A-	3.75	90 to < 93
B+	3.5	86 to < 90
B	3	83 to < 86
B-	2.75	80 to < 83
C+	2.5	76 to < 80
C	2	70 to < 76
F	0	<70

## XI. Course Policies

**COURSE ATTENDANCE REQUIREMENTS, REMEDIATION POLICY, ALL CDM POLICIES**

**Attendance Policy :** Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook.

**Link to the handbook:**

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20a2020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0>

**Remediation Policy:** Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook.

**“Successful completion of each CDM course requires compliance with the CDM Code of Behavioral Conduct.”**



**CDM College Attendance Policy** Please note that, the Office of Admissions, Student Affairs and Services manages excused absences including sick days, mission trips, dental meetings, externships, interviews, family events, and other personal leave time, etc. and all student absences will continue to be tracked in axiUm. (Please refer to NSU Wide Religious Holidays Policy in the Student Handbook.) • Planned excused absences: please fill out the appropriate paperwork, with backup documentation (e.g. physician's note), and submit on the online portal for the Office of Student Services prior to the scheduled absence, so that we can approve the leave time, and help you map out a plan to make up the work. It is the student's responsibility to inform the course director for any courses you will be missing, your team leader for any clinic sessions that will be missed and/or the Coordinator of Extramural Programs (Dr. Mairelina Godoy), etc. of your planned absence(s). • Unplanned excused absences: please email Dr. Galka at [agalka@nova.edu](mailto:agalka@nova.edu) with a cc to [cdmservices@nova.edu](mailto:cdmservices@nova.edu) to report that you will be out, the reason for your absence and to also let us know if you plan to return to school the following day. You should also email the course director for any courses you will be missing, Dr. Mairelina Godoy [mg1189@nova.edu](mailto:mg1189@nova.edu) for any rotations you will be missing and/or your team leader for any clinic sessions scheduled for that day. You must continue to email us daily to keep us updated if you will be out additional days and you can submit your SREA form together with backup documentation when you know the date you will return to school. • The student will be responsible for making up all missed rotations, all material presented in lectures, all laboratory projects, all written and practical examinations (including OSCEs) and must fulfill all didactic and clinical responsibilities as outlined in the individual course syllabi. Also, please review the attendance policy in the individual course syllabi. • Please do not schedule externships or interviews when you are scheduled for an examination or rotation. • Remember, it is your responsibility to reach out to our office for any unexcused absences to see if these fall under excused absences and/or to see how the unexcused absence will be managed. Also, please contact Dr. Mairelina Godoy directly to arrange makeup of any and all missed rotations, which will take place during optional clinic weeks. • Every student will be able to take 1 Personal Day/per Semester (3 Personal Days/Academic Year) with NO BACKUP DOCUMENTATION REQUIRED, provided the day(s) are not taken when you are scheduled for a rotation, written examination, practical/competency examination, OSCE or taken directly before/after a school holiday, etc. These absences will be managed through our office and designated as excused absences, provided our office is notified by email in advance or on the day of the absence. (Please indicate in the email if you will be using a personal day and designate D-1, D-2, D-3 or D-4 student.) For any additional absences to the 1 Personal Day/per semester, or in the event that you will be missing a written examination, a preclinical or clinical practical/competency examination, including an OSCE, or rotation, backup documentation WILL be required. Again, it is the student's responsibility to notify all course directors, team leaders, and/or the Coordinator of Extramural Programs, etc. affected by your absence(s). Please check your individual schedule before requesting a personal day, to be sure that you will not be missing a rotation or an exam. A personal day will be recorded as a full day. (Half days cannot be requested.) A personal day must be requested on or before the day in question and cannot be used retroactively. **COVID-19 Protocol (subject to change)** 1. NO STUDENT IS TO COME TO SCHOOL SICK- if you do not feel right- please do NOT come to school. Email Dr. Galka- Assistant Dean for Admissions, Student Affairs and Services ([agalka@nova.edu](mailto:agalka@nova.edu)) 2. If a student has had direct/close contact with someone who has been infected with COVID-19 or is experiencing COVID-like symptoms- immediately self- isolate/quarantine. Email Dr. Galka and Dr. Schweizer- Director Infection Prevention Programs ([schweize@nova.edu](mailto:schweize@nova.edu)). a. Direct Exposure/ Asymptomatic: test on day 7- if negative test result- can come back after 10 days : if NO test- quarantine 14 days b. Symptomatic (with or without Direct Exposure): test immediately and then again on day 7- if negative test result on day 7- can come back after 10 days : NO test- quarantine 14 days and must be symptom-free for 72 hours 3. If a student tests positive for COVID-19: remain self-isolated. To return to school: student needs to have 2 consecutive negative test results in a row (at least 24 hours apart). 4. Students who are in quarantine, need to contact both Dr. Galka and Dr. Hernandez ([marher@nova.edu](mailto:marher@nova.edu)) to determine if they can participate in online courses during this time

## XII. University Policies

**Academic Integrity:** Cheating or inappropriate behavior during any written examination, quiz, any assignment, any project; plagiarism of any work(s), or other unethical behavior will not be tolerated; the student risks receiving a grade of zero (0) for said examination, quiz, assignment, project and may be referred to the Associate Dean for Academic Affairs and the Student Progress Committee. Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook. and the NSU Student Handbook located at

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20and%202020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0> .

**Plagiarism Policy:** All assignments, exams, works, patient care - written, laboratory, oral, clinical must be done as the independent work of each individual student. Plagiarism, copying or sharing the work of another or altering documentation to reflect something is your own work that is not; reflect false attendance, are considered serious offences that will not be tolerated. THESE ACTIONS WILL BE CONSIDERED IN VIOLATION OF THE UNIVERSITY AND THE CDM CODE OF BEHAVIORAL CONDUCT AND WILL BE REFERRED FOR APPROPRIATE ACTION. Students who need assistance in their learning goals should communicate with the appropriate NSU-CDM course director and/or faculty. Please refer to appropriate pages of the NSU and the CDM 2020-2021 Student Handbook. Following a link to the NSU Student Handbook

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20and%202020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0>

### **University 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.

**Title IX/Sexual Misconduct:** Sexual violence and sexual harassment are contrary to our core values and have no place at Nova Southeastern University. In accordance with Title IX and other laws, NSU prohibits discrimination, including sex-based discrimination and discrimination towards pregnant/parenting students. If you or someone you know experience(s) sexual violence and/or sexual harassment, there are resources and options available. To learn more or to report an incident, please visit the NSU Title IX website at [www.nova.edu/title-ix](http://www.nova.edu/title-ix). Please be aware that as an instructor, I am not a confidential resource, and I will need to report any incidents of sexual misconduct to the NSU Title IX Coordinator. You can also contact Laura Bennett, NSU's Title IX Coordinator directly at [laura.bennett@nova.edu](mailto:laura.bennett@nova.edu) or 954-262-7858.