THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6055 (22544)

Judgment in Managerial Decision-Making

Summer 2021 – Online

COURSE INFORMATION

Course times: No course times except for two synchronous sessions

Credit hours: Two

Mode of delivery: Distance Learning

Instructor

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Virtual office hours: Mondays from 6:00–7:00 p.m. and by appointment

Teaching Assistant

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COURSE OVERVIEW

Catalog description

This course will present a diverse set of models and skills to analyze and guide decisions in operational and managerial settings by drawing on scholarship from economics, psychology, sociology, political science, and management. It provides opportunities for managers to practice how to identify common biases and logical fallacies and employ skills and techniques to compensate for them.

Course description

Good management is good decision-making. Every day, every hour, managers make decisions that have large and small consequences. If decision makers can improve just a small percentage of those decisions, they could realize significant cost savings and improved outcomes. Most of our work will center on reviewing or making a decision in your organization. We will apply the course skills and concepts to that decision.

Public affairs decisions are made in the context of imperfect information, uncertain conditions and outcomes, and conflicts over values. Yet despite these challenges, decisions must be made in order to meet a wide range of societal objectives. A diverse set of models and skills are available to guide decisions in operational, tactical, and strategic settings.

In addition to reviewing the rational ideal of decision-making, this course draws on scholarship from economics, psychology, sociology, political science, and management that examines how and why human beings so often deviate from this classic model of the rational "economic person." People often make irrational decisions; but the good news is that they make those irrational decisions in predictable ways. The predictability of these decisions allows us to use tools and organizational routines to make "course corrections" to guide our decision-making. This course provides opportunities for managers to practice learning how to identify these common biases and logical fallacies and then employ skills and techniques to compensate for them. The course will also offer opportunities to apply skills to improve group decision-making and how to include citizens in public decision-making. Finally, we will play a game to see how we can make use of computer-based simulation tools to make decisions about complex problems.

MPAL degree learning goals

The course contributes to Glenn College learning goals related to foundational knowledge in public affairs; competencies in management and leadership and developing an appreciation for multiple perspectives in public affairs. In particular, the course attends to the following Glenn College program goals:

1. Students can lead and manage in public and nonprofit organizations. (Intermediate level)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced level)
4. The ability to articulate and apply a public service perspective. (Intermediate)
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry. (Intermediate)
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context. (Intermediate)
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

Course learning outcomes

Upon completion of the course, students will develop skills that:

- Are applicable to a wide variety of managerial problems and contexts;

- Can incorporate data, evidence, and values into decisions about complex problems in the public and non-profit sectors;

- Have begun developing a lifelong skill at being reflective about how decisions are made.

Upon completion of the course, students should understand:

- The nature of decision-making in public affairs from both a theoretical and practical perspective;

- The theoretical assumptions about human decision-making underlying public policy and management practices.

HOW THIS ONLINE COURSE WORKS

Mode of delivery

This course is 100% online. **However, we have two synchronized sessions scheduled for Thursday, July 1st and Thursday, July 22nd from 7:00-8:30 p.m. using the Zoom platform.** Don't worry if these session times do not work with you, but please send me an email as soon as possible letting me know so that I can arrange another provision.

Pace of online activities

This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Please see the course schedule below presented in a calendar format.

Credit hours and work expectations

This is a **2-credit-hour course**. According to University Policy, students should expect around 2 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 4 hours of homework (reading and assignment preparation, for example). If you find that you are spending too much time on this course, please notify me. This means you should devote six hours per week on the course. This includes working on your final project at the end of the semester.

Attendance and participation requirements

This is an online course and so your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance**: **AT LEAST TWICE PER WEEK**
  You are expected to log in to the course in Carmen every week. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Participating in synchronous sessions: TWO PER SEMESTER**

  If you cannot make either or both of these sessions, I will work with you to make sure that you do not miss any important information.

- **Office hours**: **OPTIONAL**

  The instructor's and the GTA's office hours are optional. We will use Zoom during our office hours for each week. We can also set up other meeting times if scheduled hours do not work for you.

COURSE MATERIALS AND TECHNOLOGIES

Students can access textbook information via the Barnes & Noble bookstore website: https://ohiostate.bncollege.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online. Please shop around because the prices of these books really vary.

Required Textbooks

Hammon, J.S., Keeney, R.L., & Raiffa, H. (2015). *Smart choices: A practical guide to making better decisions.* Cambridge, Mass: Harvard Business Review Press. [ISBN-13: 978-1633691049]

Cialdini, R. (2007). *Influence: The psychology of persuasion.* New York: HarperCollins Publishers. [ISBN-13: 978-0061241895]

Both of these books are considered managerial classics, and you might find yourself referring back to them and rereading them over the course of your career and beyond. We will use the Harmon, Keeney, and Raiffa book beginning the first week. We will use the Cialdini book in the group decision-making module. If you have the chance, try to skim through both of them early in the course. These books are available at the bookstore but you can use the above

information to order or rent the books online. All other readings are available on the course website.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)
- Basic Microsoft Office, library and web-browsing skills

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

INSTRUCTOR FEEDBACK AND RESPONSE TIME

- **Announcements**: I am going to use the Announcements tool as the primary means of communicating with the class. To make sure you don't miss any Announcements, adjust your notification settings in CarmenCanvas to receive course Announcements to your email. Here are some instructions for setting your notifications in CarmenCanvas.

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **five working days** to allow for timely and thoughtful feedback.

- **Email:** The instructor and teaching assistant will reply to emails within **24 hours on days when class is in session at the University** and **48 hours on the weekend** (in all likelihood it should be sooner).

- **Discussion board:** I will reply to messages within **24 hours on school days**. Suppose you have a question about the course material or the logistics of the class. In that case, I prefer that you post the question on the appropriate discussion board first so that everyone has a chance to hear your question and my response. Of course, you are still free to email me as not every question needs to be public.

- **Phone:** I have provided my personal phone number (614-806-6792) for any urgent matters. If possible, please try to text me ahead of calling.

- **There will be a midterm check-in** with you by using a course survey to see how the course is progressing. I will appreciate your suggestions.

- **Broken links or missing resources** – I try to check and recheck to make sure that links are working, but if you find a broken link or a link is not available, please let me know *as soon as possible*.

- **Other technical problems:** Remember that you can contact the IT Service Desk (**614-688-HELP).**

GRADING

Brief explanation of major assignments

The Carmen course site contains specific details on the major assignments, including all of the due dates for the course (due dates for all assignments are also in the **Course Schedule** of this syllabus). The following section provides a brief explanation of the major assignments and highlights some of the due dates that require your attention and consideration at the beginning of the course.

PRELIMINARY COURSE ASSIGNMENTS

These assignments are low-stakes exercises that allow me and the rest of the class to get to know you and your needs. I will be closely monitoring my email and course website to make sure to quickly respond to any questions you might have in this first week. There is a *quiz* to help highlight important aspects of the syllabus, and there is a *short survey* to get to you

know and what you would like to gain from this course (both due by **Wednesday, June 23rd**). I will look at your responses from the survey to assign you to a small, peer-discussion group—please note that you will be posting your first submission to your small group discussion board by the first Friday of class (see the WORKPLACE JOURNAL AND PEER FEEDBACK section for more details).

In addition to these preliminaries, you will also need to create and submit a very short ***test video*** (due by **Tuesday, June 29th**). In this course you will need to create and share videos about yourself, so it is important to familiarize yourself with how to do this early (linked here is a resource from OSU's Teaching & Learning Center to help you). For this assignment I want you to test your capacity to create and share videos on this platform by sending me a quick test video letting me know that you've got it covered. Your video does not need to be more than a few seconds to get full credit. However, I encourage you to make a longer video introducing yourself (I am interested in getting to know you and what issues are important to you, and I will use this information to shape aspects of this course or to let you know about potential opportunities). Although your other videos later in the course will be shared with the class, only the TA and myself will view these preliminary submissions.

WORKPLACE JOURNAL AND PEER FEEDBACK

Beginning Week 1, you will start with your **workplace journal** by answering a set questions about a decision that you make in the workplace. There is a set of workplace questions for Weeks 1-4 of the course that will help you appraise, reflect upon, and analyze how decisions are made - and how they could be made differently - in your organization. You will share your responses to these questions with a small group of your peers (note: your first entry is due to your small group discussion board by **Friday, June 25th**).

Next, in your small group you will then provide feedback to one another (note: your first feedback responses are due back by **Tuesday, June 29th**). Throughout the course, you will have several opportunities to receive feedback from a small group of your peers on your ideas as they develop. My expectation is that you will review one another's journal entries and collegially provide suggestions, challenge one another to be clearer, dig for hidden assumptions, and share your insights and experiences.

Finally, you will reflect on and respond to the feedback you received from your peers on your workplace journal (note: this will be due for the Week 1 workplace journal on **Friday, July 2nd**).

This pattern of (A) creating and posting a new workplace journal entry to your discussion board (due on Fridays), (B) providing feedback to your small group on their journal entries (due on the following Tuesdays), and then (C) responding to the feedback that your receive from your small group (due on Fridays, one week from the posting) will begin the first week of class and continue in a similar way for Weeks 2, 3, and 4.

Through this weekly process, you are in effect writing up your final project for the course. All of your journaling entries will serve as raw material that you will use craft your final project. Your group's suggestions and recommendations on your journal entries will also help provide ideas for your draft and final project.

> In Week 2 your first workplace journal entry will be the basis for **our first synchronous session on Thursday, July 1st**.
> *Remember: please notify me as soon as possible if this session will not work out for your schedule, and I will make another provision.*

APPLICATION ASSIGNMENTS

This course is largely about developing your decision-making skills. Each of these assignments applies important ideas in the class through application to a problem in the real world. No conversation, idea-sharing, or sharing about your written work is allowed. You are free to discuss the content presented in the class, however.

The *PrOACT assignment* (based on the Hammond, Keeney, and Raiffa book) begins the process in Week 1 by asking you to systematically make a decision. The *decision trees and expected values assignment* in Week 2 allows you to try and break down a big problem into smaller problems to make it more manageable ('analysis' is breaking down big problems into smaller problems). We will also review basic probability concepts to give more precision to your decision alternatives. For the group-decision-making module in Week 3, we are also going to ask you to *observe a meeting* using some structured questions to help you understand the dynamics of meetings with an eye towards improving their efficacy and efficiency. The meeting could be one of the many meetings that you regularly attend, or any other meeting, in which decisions are made. In Week 4 the *citizen participation* assignment applies what we know about engaging the public in a public decision. Designing a good process is key to successful public engagement, and this exercise will ask you to design an appropriate process.

> In Week 5 we will have **our second synchronous session on Thursday, July 22nd**. This session will focus on exploring how *computer-based simulations* can aid in decision-making for complex problems.
> *Remember: please notify me as soon as possible if this session will not work out for your schedule, and I will make another provision.*

DRAFT AND FINAL PROJECTS

The largest assignment in the course is your final project. Your project requires that you critique how a decision is / was made in your organization and then offer recommendations for how that decision making might be improved or should be made. Should you choose not to use your own organization you can choose any other organization that you are familiar with.

Each week, you will cumulatively build the final project by applying what you learn in the class to a set of structured questions in the workplace journal and from the asynchronous conversations you will have with your peers.

You will submit a rough draft of this memo in Week 5 of the course and then revise your draft based on peer and instructor feedback and turn in **a final memo on Friday, July 30th.** The Week 5 draft is a low-stakes assignment, but it is rigorously graded, so that if all of my comments are attended to, you should be in good shape for getting a good grade on the final project.

More specifically, the project includes both a professionally written memo outlining your suggestions as well as the 'verbal pitch'. Both of these items are to be handed in for both the draft and as final project assignments.

LOOKING BACK, LOOKING FORWARD ASSIGNMENTS

We complete the cycle of learning by reflecting on what you have learned. By reflecting on the course, you deepen your knowledge of these skills and concepts by weaving them into a coherent understanding of how it all fits together. This gives more meaning to the material and also predicts the material will stay with you longer. This *course reflection* not only looks back but also looks forward by asking how you can apply these skills in the future. You are also asked what you would like to learn next. The course reflection should be 500-700 words in length. Specific prompts are provided in the assignment. Please upload this to Canvas.

You will also need to upload an up to one-page *reflection on your final project*. Here is an easy way to get started on writing this up. Picture you catching up with an old friend at a professional social meeting and you are telling them about this project that you just completed. Your peer sounds very interested in this and so you write no more than a one-page entry to interest them in your project, explain what led you to do this project, how it is of benefit, and any details they might consider in how it should be implemented. Please upload this to the Canvas.

JGCPA certificate students and MPAL students are also required to upload this one-page reflection to ***Canvas Portfolium ePortfolios***. Uploading this assignment is a requirement of the capstone course for the MPAL degree. Detailed instructions will be provided on how to complete the assignment as well as how to upload the materials.

How your grade is calculated

For all of the major writing assignments, you will be provided with a grading rubric in advance to help you understand expectations and the rationale associated with point assignment.

CATEGORY	POINTS	DUE DATES
Preliminary Course Assignments (15 total points)		
Quiz: Syllabus and Course Policies	5	Friday, 6/25
Survey: "Getting to Know You"	5	Friday, 6/25
Test video creation and submission	5	Tuesday, 6/28
Workplace Journals (120 total points)		
Individual Entries (Week 1, 2,3, 4)	60	Tuesdays/Fridays See the **Course Schedule** section of this syllabus for due dates
Peer Feedback (Week 1, 2, 3, 4)	40	
Reflect/Respond to Feedback (Week 1, 2, 3)	20	
Application Assignments (60 total points)		
PrOACT	15	Monday, 6/28
Decision Trees and Expected Values	15	Monday, 7/5[1]
Meeting Observation	15	Monday, 7/12
Citizen Participation	15	Monday, 7/19
Draft Final Project (35 total points)		
Written Recommendation	15	Friday, 7/23
Verbal Presentation ("Pitch")	5	Friday, 7/23
Feedback on your group members' drafts	15	Monday, 7/26
Final Project (80 total points)		
Written Recommendation	60	Friday, 7/30
Verbal Presentation ("Pitch")	20	Friday, 7/30
Looking Back, Looking Forward (50 total points)		
Course Reflection	30	Friday, 7/30
Final Project Reflection	20	Friday, 7/30
Total Possible Points for the Course	**360**	

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[1] July 5th is a University holiday, so you are welcome to turn in this assignment by noon on July 6th .

Penultimate Version (June 15, 2021)—Check Carmen for Final Version Once Course Begins!

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Policy on grading disputes

The assigned grade is designed to show the overall quality of work performed by each student, but errors, mistakes, and omissions can occur. If you believe that any grade was not properly assigned, you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

Late assignments

The MPAL degree was designed for working professionals who must juggle the needs of their workplace, family, and their academic career. Late submissions will be accepted should there be extenuating circumstances. Given the short duration of this course, you must contact me as soon as you aware of the problem so that we can quickly decide upon a course of action. Please refer to Carmen for due dates.

Grading scale

I will use the following grade scale to translate your percentile score into a letter grade.

Letter	Percentage		Letter	Percentage
A	93-100		C+	77-79.9
A-	90-92.9		C	73-76.9
B+	87-89.9		C-	70-72.9
B	83-86.9		D+	67-69.9
B-	80-82.9		D	60-66.9
			E	< 59.9

Per University Policy, the emergency grading scheme for this semester is as follows:

For graduate students, letter grades C+ through D will convert to a mark of PE; E grades will convert to a mark of NP (no pass). PE and NP grades do not count in the calculation of GPA. Students assigned a PE will receive academic credit that counts toward graduation.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. There is a discussion board for developing rules on professional communication.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation so that you can be understood. A more conversational tone is fine for the workplace journals and peer feedback. The final deliverable, however, is a professional document for your supervisor and, as such, must be written in a professional manner.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Learning requires a willingness to be vulnerable and we will not have great discussions if there is a negative tone or incivility in the class. We have to be willing to risk asking what we fear might be a dumb question or to contribute an interesting comment or observation.
- **Writing and backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. Although it is not a requirement for this course, I recommend following the American Psychology Association (APA) citation style when feasible. Purdue's Online Writing Lab (OWL) is a resource that I like for information on APA style guidelines.

Academic integrity policy

SPECIFIC GUIDANCE ON INTEGRITY POLICIES FOR THIS CLASS

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. In fact, it is consciously designed into the course as a great way to learn. You will be collaborating with your peers and providing suggestions and recommendations, but you cannot work on writing up each other's final project deliverables.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the *Committee on Academic Misconduct* (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Please be sure to read the directions for whether you can collaborate on work or must do the assignment individually. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Penultimate Version (June 15, 2021)—Check Carmen for Final Version Once Course Begins!

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Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

FERPA and Privacy in CarmenZoom

Video and audio recordings of class lectures will be part of the classroom activity. Video and audio recordings are used for educational use/purposes and may be made available to all students presently enrolled in the course. The *Family Educational Rights and Privacy Act* (FERPA) protects all meetings held in CarmenZoom that include course content or student information. Please see this CarmenZoom privacy link to learn more.

Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766**. 24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

Commitment to a Diverse and Inclusive Learning Environment

I am committed to nurturing a diverse and inclusive environment that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

DISABILITY SERVICES CONTACT INFORMATION

Phone: 614-292-3307

Website: slds.osu.edu

Email: slds@osu.edu

In person: Baker Hall 098, 113 W. 12th Avenue

ACCESSIBILITY OF COURSE TECHNOLOGY

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

All of these dates can be found on the Carmen course site. Please review the website for specific details on the particular readings and assignments for that week. Assignments Due are indicated in red and preceded by an asterisk '*'.

JUNE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 Begin Week 1 Individual Decision-Making, Part 1	23 Gajary Office Hours: 7-8:00 p.m. *Survey *Syllabus Quiz	24	25 *Post workplace journal entry (Week 1) (post to your assigned small group discussion board)	26
27	28 * Application Assignment: PrOACT	29 Begin Week 2 Individual Decision-Making, Part 2 *Provide peer feedback (for Week 1) * Video test	30 Gajary Office Hours: 7-8:00 p.m.			

JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 *Synchronous Session #1* 7–8:30 p.m.	2 *Post workplace journal entry (Week 2) *Respond to peer feedback (for Week 1)	3
4	5 * Application Assignment: Decision Trees	**6** Begin Week 3: Group Decision-Making * Provide peer feedback (for Week 2)	7 Gajary Office Hours: 7-8:00 p.m.	8	9 *Post workplace journal entry (Week 3) *Respond to peer feedback (for Week 2)	10
11	12 * Application Assignment: Meeting Observation	**13** Begin Week 4: Public Decision-Making * Provide peer feedback (for Week 3)	14 Gajary Office Hours: 7-8:00 p.m.	15	16 * Post workplace journal entry (Week 4) * Respond to peer feedback (for Week 3)	17
18	19 * Application Assignment: Participatory Budget	**20** Begin Week 5 Complex Decision-Making *Provide peer feedback (for Week 4)	21 Gajary Office Hours: 7-8:00 p.m.	**22** *Synchronous Session #2: Computer Simulation Game* 7-8:30 p.m.	23 * Post draft project * Post draft video (Note: no response to Week 4 peer feedback due)	24
25	26 * Provide peer feedback on draft video	**27** Begin Week 6 No new content, work on final assignments	28 Gajary Office Hours: 7-8:00 p.m.	29	**30** * Final project * Final video * Reflection and portfolio	31