



Center for Inclusive Teaching and Learning  
University College  
University of Wisconsin - Stevens Point



# New Faculty and Instructor Guide to Teaching & Learning





# New Faculty/Instructor Guide to Teaching & Learning at UWSP

Welcome to UW-Stevens Point! As a new faculty or instructor, the beginning of the academic term can be a bit overwhelming. Trying to familiarize yourself with the culture, policies, and procedures of a new institution while preparing to teach your courses can be stressful. To help ease your transition to UWSP the Center for Inclusive Teaching and Learning (CITL) has created this guide as a point of reference to help you learn about important topics related to teaching and learning at UWSP.

This document is meant to serve as a quick-start reference to provide you with a practical overview of teaching and learning at UWSP. It contains information about university offices, policies, and practices related to teaching and provides recommendations and best practices along the way. We tried to focus on topics that would be of most use to new faculty and have provided brief overviews with links to websites and other resources with more information. Please know that this guide is not meant to be a comprehensive review of all UWSP policies and requirements. You should refer to the [University Handbook](#) and consult with your department chair or discipline coordinator for more information as individual units may have policies and procedures in addition to those shared here.

This guide is just one of many resources that CITL provides. Throughout the document, we will highlight the different services that CITL offers. We encourage you to reach out to our office at any time for support related to teaching, instructional technology, or instructional and program design for all modes of instruction.

Once again, welcome to UWSP! I look forward to getting to know you and seeing how CITL can support you on your journey.



Erin D. Speetzen  
Director, Center for Inclusive Teaching and Learning  
Professor, Department of Chemistry  
UW-Stevens Point

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## Student Management and Interface Software

### acesSPoint

acesSPoint is UWSP's student information system (SIS) and is used by students to complete a variety of tasks including registering for classes, accepting financial aid, and paying tuition. As a faculty/instructor you can use acesSPoint to find your weekly teaching schedule, classroom information, final exam schedule, and course rosters. acesSPoint is also where you will [submit final course grades](#) and enter [required attendance reporting](#). You can [log in](#) to acesSPoint using your UWSP loginID and password.

### Canvas

[Canvas](#) is UWSP's learning management system (LMS), an online application that you can use to provide course content and assessments, communicate with your students, and keep a gradebook for your courses. Canvas courses will appear in your Canvas dashboard roughly 40 days before the start of the term. Canvas pulls information from acesSPoint and will automatically update your course enrollment when students [add or drop](#) your course, however, it may take 24- to 48-hours for changes in acesSPoint to appear in Canvas.

All UWSP faculty, instructors, students, and staff can log into [Canvas](#) using their UWSP loginID and password. A link to a self-paced training course is available for instructors at the bottom of the [login page](#), and instructors can access 24/7 help by clicking the Help menu in their Canvas course. For help with specific technical issues in Canvas or to learn more about how to use Canvas effectively for your course email [citl@uwsp.edu](mailto:citl@uwsp.edu) or [book an appointment](#).

### Navigate

Navigate is a student success management system that is used heavily for academic support and advising. Instructors of certain 100-level "gateway" courses will also use Navigate to enter [Week 5 Alerts](#).

Additionally, Navigate provides a venue for a faculty member or instructor to raise an [ad hoc alert](#) that will let students, advisors, and success teams know that a student needs support on an issue related to their academic performance or their retention to the next semester. For information about what alerts you can raise, who will be notified when an alert is issued, and what the resulting action will be, please see page 1 of the [Navigate Alert Configuration document](#).

Please note that Navigate alerts do not serve as a substitute for a Student of Concern Report or other report submitted to the Dean of Students. If a student is in crisis, report your concerns to the [Office of the Dean of Students](#) (DOS). Follow guidance using the DOS [Red Folder Project](#) and submit [reports here](#). Immediate crises should be reported to University Police (715-346-3456) or local law enforcement (911).

# Academic Calendars and Course Scheduling

## Academic Calendars

The [Office of the Registrar](#) maintains academic calendars and provides lists of important dates for each academic term. This [webpage](#) provides current and past academic calendars. [Policies governing the scheduling of the academic calendar](#) can be found in the University Handbook.

## Course Catalog

UWSP maintains an [online course catalog](#), which is updated each fall and spring. Archived versions of the calendar are also available. In addition to course information, the catalog provides information about UWSP, college and school hierarchies, academic programs, the general education program, academic policies, and more.

## Course Timetable

The timetable of course meetings is located in [accesSPoint](#). The timetable is a public resource and can be accessed without a login. UWSP faculty, staff, and students [can login to accesSPoint](#) using their UWSP loginID and password. The Office of the Registrar maintains a [webpage showing when course schedules will be published in accesSPoint](#) for fall, winterim, spring, and summer. Course offerings, including meeting times and [classroom assignments](#), are generally planned by departments and submitted to the registrar's office approximately 9 months before the start of the term.

## Scheduling Grid

UWSP offers courses of a variety of lengths including 16-week, 13-week, 10-week, 8-week, 5-week, and 4-week courses. Courses less than 16-weeks in length must fit within a session designated by the registrar's office. Additionally, courses must adhere to a set of standard meeting patterns set by the registrar's office. You can find submission memos showing the session schedule and download an Excel file that contains the standard meeting patterns from the [Department Chairs and ADA Resource Page](#) provided by the Office of the Registrar.

## Course Logistics

### Add/Drop Period

Students can add and drop full-semester (16-week) courses through accesSPoint during the first eight days of the semester. Faculty and instructors are NOT notified when a student adds or drops during this period so we recommend that you regularly check your course roster in accesSPoint. Course rosters in Canvas may take up to 48 hours to reflect changes in accesSPoint. After the add-drop period, students can withdraw from your course and receive a W on their transcript until the W-Drop Deadline. A complete list of the [drop deadlines for all course lengths](#), by term, is available through the Office of the Registrar.

## Classroom Assignments

Most classrooms are assigned by the academic department when they submit their course timetable. Additional room assignments or changes to room assignments are made by the Office of the Registrar after department timetables are submitted. For changes to your classroom assignment, contact your department chair/discipline coordinator.

Classrooms can be used for other purposes, including evening review sessions, student organization meetings, or other events through the [UWSP Reservation Request System](#) (UWSP login required). Often your departmental associate (ADA) can help with making reservations.

## Classroom Technology Support

Each college has a [College Support Team](#) that provides Classroom Technology Support, including training on how to use classroom technology and providing support if questions or concerns arise.

## Concerning Student Behavior

### *Poor Attendance*

If a student has poor attendance or stops attending class, your first course of action should be to email the student to ask how they are doing and encourage them to come see you to discuss their situation. If the student does not respond or does not resume attending, you should issue an ad-hoc alert in [Navigate](#). The alert option “refer to advisor or other support” would be a good choice in this situation. Once you issue this alert, Navigate will automatically create a case for this student. University College staff members will follow up on the case by contacting the student to discuss supports that will help the student return to the classroom and succeed. Navigate will send you an automatic update about the status of the case once it has been closed.

### *Poor Academic Performance*

If a student is performing poorly in your course, you can issue an ad-hoc alert in [Navigate](#) to notify the student’s success team that intervention may be required. The alert option “refer to advisor or other support” is an essential first step in creating an integrated understanding of student performance visible to all those charged with providing support to the student. You may also consider issuing a “refer to the Tutoring and Learning Center” alert. This alert ensures that a staff member in the Tutoring and Learning Center (TLC) will contact the student with information about scheduling an appointment for academic tutoring and coaching. It is fine to issue both the “refer to advisor or other support” alert and the “refer to Tutoring and Learning Center” alert.

In addition to submitting one or more Navigate alerts for a student who is performing poorly in your course, you should reach out to the student via email to request a meeting. If the student still has a chance to pass your course, you can use this meeting



to work with the student in developing an action plan that will facilitate their successful completion of the course.

If the student will not be able to pass the course, you can use this meeting to make the student aware of the impending outcome. Working with their success team, the student may consider withdrawing from the course.

### *Students in Distress, Disruptive Student Behavior, and Crisis Situations*

The [Office of the Dean of Students](#) provides the [Red Folder project](#) to help faculty understand the difference between students in distress, behavior that is disruptive, and crisis situations. The Red Folder provides information on how to categorize student behaviors, how to respond at the moment, and how to refer students to additional resources. To request a Red Folder presentation for your department or to consult with staff on student issues, contact their office.

If a student is in need support for their mental health, there are a variety of [student mental health resources](#) available. These resources are free for students.

### *Other Concerns*

Students may share a wide variety of concerns with faculty and staff ranging from issues with their roommate to financial aid concerns. The Office of the Dean of Students provides case management services for students who are struggling or in need of additional support. You can [submit a report](#) so the appropriate staff can help. The Office of the Dean of Students maintains a [Concerns and Resources page](#) with contact information for a variety of UWSP and community resources that can help students connect with the resources that they need.

### *Student Resources Link In Canvas*

Many faculty and students are not aware of the support resources available to students on campus. CITL has added a link to the [Student Resources](#) to the Canvas sidebar, so that it is easily accessible from all Canvas courses. The link is visible to students and faculty and can be used to direct students to resources ranging from academic and career advising to IT support and mental health resources.

### *Taking Care of Yourself*

Dealing with concerning student behavior can take a toll on your mental health. If you are struggling, there are resources that can help. The [Employee Assistance Program](#) (EAP) is free to all UWSP employees and in addition to providing mental health resources, can help you find a mental health provider in your area, and provides 24/7 phone support as well as live chat support.

## Course Assessment

Depending on the courses you are teaching, you may need to participate in [General Education Program](#) Assessment or in [Program-Level Assessment](#) for your department. Consult the [schedule for General Education Program Assessment](#) or talk to your department or unit chair regarding program assessment.

## Course Rosters

Course rosters containing student names, ID numbers, ID photos, majors and minors, and academic level are available in the Faculty Center tile in accesSPoint. Course rosters are also available in Canvas in the People menu. Canvas rosters are updated automatically based on registration in accesSPoint, but Canvas rosters may take 24- to 48-hours to update once changes appear in accesSPoint.

### *Audio Rosters*

UWSP does not currently have audio course rosters, a roster where students and faculty can record themselves saying their name.

### *Student Name or Gender Changes*

The Registrar's Office provides avenues for students to [change their legal name, preferred name, and gender of record](#). Students' preferred names, which UWSP defines as the name that reflects what a student chooses to be called if different from their primary/legal name, will appear on course rosters and in Canvas. Additionally, students have the ability to change their display name and enter pronouns in their Canvas settings. At this time, pronouns do not appear on accesSPoint rosters and only appear in Canvas if a student chooses to enable them.

## Instructional Technology Support

The Center for Inclusive Teaching and Learning (CITL) provides [instructional technology support](#) for Canvas, Honorlock, Kaltura, Qualtrics, and Zoom. For help with these technologies, or to discuss how to find the right application or program to meet your instructional needs, email [citl@uwsp.edu](mailto:citl@uwsp.edu) or [book an appointment](#).

UWSP Information Technology provides information about [additional software available on campus](#) including available software suites, supported cloud applications, and additional class software. For questions regarding available software, please contact the [Service Desk](#) or your [College Support Team](#) member.

## Required Attendance Reporting

University policy requires that instructors take attendance at least once during the first eight days of the semester. The Registrar's Office will email instructors at the start of the term to

remind instructors of this policy and include instructions for how to submit your attendance information in accesSPoint.

Federal law requires that institutions verify the attendance of students for Financial Aid purposes. There are two checkpoints used to do this

- Instructors teaching any course that is more than 10-weeks long will be asked to report attendance at the 8-week mark. For students who are not attending class, you will be asked to mark the week in which they stopped attending.
- When submitting final grades, you will be asked to distinguish between an earned F and an F that occurred because a student stopped attending class. For students who stopped attending class, you will be asked to mark the week in which they stopped attending.

You will receive email reminders along with instructions at each checkpoint.

More information can be found on the [Office of the Registrar website](#).

## Midterm and End-of-Term Course Evaluations

The University Handbook requires that faculty conduct a midterm student evaluation and end-of-term student evaluation of teaching (see appropriate subsections of [Chapter 4D Personnel Rules](#)). Both midterm and end-of-term evaluations are done electronically. Emails are sent to both instructors and students from the email address evals@blue.uwsp.edu. By default, evaluations will launch 7 days before the last day of classes and end 7 days after the last day of classes. The student evaluation software is managed by CITL, however, evaluation questions are determined by shared governance. Concerns about the evaluation schedule shared above or the list of courses for which you will be evaluated should be communicated to your department chair. To improve student response rates, CITL recommends that you provide students time in class to complete their evaluations and reinforce the value of completing them.

## Submitting Grades

### *Midterm Grades*

UWSP does not require midterm grades to be submitted, although it is best practice to keep your Canvas grade book up to date so that students can monitor their performance.

### *Final Grades*

Faculty must submit final grades to accesSPoint at the end of the term. The Canvas grade book can be used by instructors to record grades on assessments throughout the term, provide feedback to students, and calculate final course grades, however, Canvas does

not communicate grades to acceSPoint. All grades must be entered manually into acceSPoint at the end of the term.

Faculty should plan to submit grades in within 48 hours of the final exam (Saturdays, Sundays, and holidays not included). The deadline date for submitting ALL grades is typically 3-4 working days after the last final exam. Information about final deadlines for when all course grades must be submitted, how to submit final grades, guidance on the incomplete policy, information on how to report Fs for non-attending students, and how to make grade changes can be found on the [Registrar's Reporting Final Grades webpage](#).

## Textbooks & Course Materials

UWSP offers a text rental service for its students. Text rental is operated by the [University Store](#), which is managed by Barnes & Noble College. For information on how text rental works and how often books can be changed, please see the [text rental information page for academic departments](#). Other course materials such as supplemental texts, goggles, lab notebooks, and manuals can also be sold through the bookstore. Talk to your department chair/area coordinator for more information about the process for requesting such materials.

Book requests for winterim and spring courses are due on October 1<sup>st</sup>. Book requests for summer and fall courses are due March 1<sup>st</sup>.

The UWSP library can also help faculty with creating [reserve and e-reserve collections](#) for courses and have a number of [resources that can be integrated into Canvas courses](#). See their [Faculty & Staff Resources page](#) for more information on how they can help.

## Course Development

### Course & Syllabus Design

The foundation of good course design is developing learning outcomes, which help communicate to students the purpose and goal of the course and aid in the assessment of student learning. If you are teaching a general education course, your course must meet the [General Education Program Learning Outcomes](#). A list of approved [General Education courses](#) can be found in the course catalog. Even if your course is not a general education course it may need to meet specific program learning outcomes set by your department/unit. Check with your department chair/discipline coordinator to learn more about program learning outcomes.

For additional support, the [Center for Inclusive Teaching and Learning](#) (CITL) provides [course design](#), [teaching](#), and [instructional technology support](#) to all UWSP faculty and instructors. CITL utilizes a [backward design](#) course design process and provides [course alignment templates](#) and [module planning templates](#). We also provide a [Canvas template for online courses](#) and a course [syllabus template](#). For additional support, instructors can [book an appointment](#) with CITL staff members on the CITL webpage.



## Creating Accessible Course Content

All UWSP faculty and instructors have a responsibility to make course content accessible for all students. Creating course content that all students can access is both a best-practice and also a legal requirement to meet the needs of students who use adaptive technology such as screen readers. To learn about best practices for making content accessible and tools you can use to check accessibility, review the CITL guide to [making course materials accessible](#).

Beginning in April, 2026 all digital course content will be required to meet WCA Level 2.1 AA digital accessibility standards as part of an update to Title II of the Americans with Disabilities Act. Instructors are encouraged to complete the [self-paced Canvas training](#) provided by the Universities of Wisconsin to ensure they understand these standards and how to implement them in their courses.

Instructors looking for more information about digital access in education are encouraged to watch the [video series on digital accessibility](#) from the U.S. Department of Education's Office for Civil rights.

Instructors who have questions about how to make their course content or Canvas course more accessible can [book an appointment](#) with CITL staff member for additional support.

## Inclusive Course Design

The Center for Inclusive Teaching and Learning's (CITL) mission is to cultivate a vibrant campus community committed to student learning within a culture of inclusivity and diversity. We provide holistic teaching support, course and program design support, and instructional technology support for all UWSP faculty and instructors, regardless of modality. CITL provides resources for faculty on [understanding diverse learners](#), [inclusive instruction ideas](#), [creating an inclusive classroom](#), and implementing [Universal Design for Learning](#). For additional support, instructors can book an appointment with CITL staff members on the CITL webpage.

## Previous Versions of a Course

Your departmental colleagues are the best resource to find information about previous versions of the courses you will be teaching, the student population who takes your course, as well as how the course fits into the overall curriculum. Colleagues who have taught the course before are often willing to share syllabi and other course materials. In addition to lowering instructor workload, when instructors collaborate to create and share course materials, students are presented with a more consistent educational experience. With permission from the previous instructor, CITL staff can help you import course materials from other instructors' Canvas courses.

Owners of a previous offering or departmental admins can request a copy or access to a course with the [Canvas Course Copy Requests Form](#).

CITL will provide a copy of courses to instructors when they provide evidence of permission from a teacher role holder in the requested course.

CITL will provide to the chancellor, provost, AVCs and other administrative roles, Deans, Asst. Deans, and Department Chairs a copy of a course (access to a course) upon request.

Access to courses is provided for reference. Access to course materials is not equivalent to permission to use materials in the course without the author's permission. The author of the course has the right to final approval of course material use.

## Teaching-Related Professional Development

### *Center for Inclusive Teaching and Learning*

CITL works with faculty and instructors looking for support in transforming their assessments, course materials, and classrooms to promote student learning. We also provide support for instructors hoping to create more inclusive learning environments. We also offer regular [book groups](#) for faculty looking to become more equitable and inclusive educators and provide weekly [Teaching Tip Tuesday](#) resources in the Campus Announcements. For information about other upcoming professional development opportunities such as workshops, faculty learning communities, or communities of practice, please take a look at our [programming webpage](#).

### *Course Innovation Grants*

The University Professional Development Committee (UPDC) offers course innovation grants that provide a stipend of \$1,000 per credit for the development of innovative pedagogy. For more information about deadlines, grant guidelines, and a link to the application, please see visit the [UPDC webpage](#).

### *Office of Professional and Instructional Development*

The Office of Professional and Instructional Development ([OPID](#)) serves as a systemwide professional and instructional development resource for all Universities of Wisconsin campuses. They provide three signature programs that are open to UWSP faculty and instructional staff.

[Faculty College](#) is a multi-day institute/retreat hosted by OPID at the end of the spring semester. CITL will put out a call for nominations in late fall, with nominees approved by the Provost's Office. All costs to attend Faculty College are covered by OPID and/or CITL.

[The Wisconsin Teaching Fellows & Scholars](#) program guides participants through the process of completing a Scholarship of Teaching and Learning project. Two participants

are selected by UPDC near the end of the fall semester. For more information on the program, including application forms, due dates, and guidelines, visit the [UPDC webpage](#).

Each spring, OPID hosts the [Spring Conference on Teaching and Learning](#) in Madison. Information about proposal submission and registration is made available on the OPID webpage several months in advance of the event and will be advertised by CITL.

## Special Considerations for Teaching Online

Teaching online requires different considerations than teaching face-to-face and requires different strategies for effective teaching and learning. Since there is no physical classroom space and no large group meetings to establish class culture and norms, instructors teaching online must be more intentional in some areas than is required when teaching in person.

### Consistency

While clarity and consistency are important in all modalities, they are crucial when teaching online. To help with consistency make sure that

- Your modules, pages, activities/assignments, and files have titles that clearly explain what they are to help students better understand their purpose.
- You use consistent layouts, locations, and organization in your Canvas course so that students always know how to access assignments, videos, and important files.
- Your course schedule is consistent from week to week so that students can get into a learning routine. Consider having assignments due on the same day and time each week to help students stay on track.
- You use the heading structure in Canvas to help break up content and draw attention to content and make your course visibly appealing.

CITL provides an [Online Canvas Course template](#) that you can [import](#) from Canvas Commons that provides examples of best practices.

### Course Content

In an online course, it is important that you facilitate interaction between the students and your content. Consider using a mix of reading, short videos, websites, articles, etc. to provide variety. For videos, be sure to use closed captions and keep their length to 15 minutes or less. You should break up longer topics into a series of shorter videos. In addition to recording your own video content, don't be afraid to link to existing content provided on YouTube or by your textbook publisher.

### *LightBoard Studio for Creating Online Content*

UWSP IT provides a LightBoard Studio for creating content for online and hybrid content. For information on what a LightBoard Studio is, how to reserve it and how to get training, visit IT's [LightBoard Studio webpage](#).

## **Engagement & Interaction**

Face-to-face courses provide students with a regular pattern for interacting and engaging with course content, other students, and the instructor that needs to be intentionally recreated in online courses. As you design your course, you need to build in opportunities for all three types of interaction.

### *Student-Content Interaction*

Help students to interact with course content by developing activities that require them to actively engage with course content through the use of activities such as:

- graded or ungraded knowledge check quizzes
- guided questions to answer while reading/watching content
- simulations
- case studies
- small-group or class discussions that ask students to analyze and apply course content
- creating concept maps

### *Student-Student Interaction*

Interaction with other students plays a key role in learning and can prevent students from feeling isolated. Plan for student-student interaction by:

- doing an ice-breaker discussion to help students get to know each other
- incorporating collaborative assignments
- providing opportunities for peer review/feedback
- engaging students in regular online discussions that require them to comment on and build off of each other's posts
- having student groups meet regularly over Zoom

### *Student-Instructor Interaction*

It is easy in an online course for students to forget that the instructor is a real, live person. Help students get to know you and interact with you by:

- including an “about your instructor” page in Canvas to help students get to know you, preferably with a video introduction
- letting students know your preferred ways of communicating with them (email, Zoom, phone, etc.)
- monitoring student performance and participation and reaching out to students who may need support.
- providing feedback to students in writing, or taking advantage of leaving audio or video feedback in Canvas
- using Canvas announcements to send out weekly reminders.
- including a short overview video for each module.
- encouraging (or requiring) students to meet with you over Zoom during the semester.
- hosting optional review sessions

## Course Policies

### Generative Artificial Intelligence Classroom Usage Policy

The University Handbook requires that instructors have a policy in their syllabus related to the [use of Generative Artificial Intelligence](#) (Gen AI). At a minimum, such policies should outline: the kinds of AI allowed, the purposes for which it may be used, and how it should be acknowledged. If you need help developing, please reach out to CITL ([citl@uwsp.edu](mailto:citl@uwsp.edu)). You may also want to consult this [crowd-sourced document with AI policies](#) from around the country.

### Office Hours

As part of [UWSP Faculty-Student Policies](#), instructors are expected to maintain adequate Office Hours. Individual departments may have specific recommendations or requirements for Office Hours.

The days, times, and location of your office hours should be listed in your syllabus along with the appropriate instructor contact information. Office hours may be held in person or virtually. Changes or cancelations to office hours should be communicated to students. CITL recommends explicitly explaining to students, especially first-year students, what office hours are and the benefits of attending.

### Make-Up/Late Work Policies

Per the [University Handbook](#), instructors should furnish students with a reasonable amount of help in making up work missed, where the reason for absence concerns emergencies, university-sanctioned events, illness, and the like. Specific course policies and expectations are set by the instructor and should be clearly communicated to students in the course syllabus. A well-designed late work policy can provide much-needed flexibility for students while also



saving faculty time in dealing with requests for extensions. To discuss late work policies or to learn about how you can use Canvas to automate some or all of your policy, email [citl@uwsp.edu](mailto:citl@uwsp.edu) or [book an appointment](#).

## Student Attendance

Course attendance policies and expectations are set by the instructor and should be clearly communicated to students in the course syllabus. Your course attendance policy should align with the [Attendance Policy](#) outlined in the Academic Policy section of the catalog and with the subsection on Absences due to Military Service. CITL recommends explicitly addressing absences for [religious reasons](#) and for caretaking responsibilities.

Please note that [Student Health Services does not provide notes to excuse students from class due to illness](#). If students are uninsured, underinsured, or even if they have insurance and have co-pays, requiring them to seek health care at other locations to get a note can place an unnecessary financial burden on them. For providers, these requests take time away from other critical patient care. The nature of the illness may not even require a visit to the doctor or urgent care. For these reasons, CITL recommends not requiring a doctor's note to verify illness.

## Student Supports

### Academic and Career Advising Center

Academic and Career Advisers in this unit are assigned as the adviser of record for incoming first-year students and work with them until the end of their third semester on Main campus, at which point, the student is transitioned to an adviser in the academic department of their major. Each student is assigned a particular adviser and an advising appointment with this individual is mandatory before a student can register for courses. The unit also provides this service to most incoming transfer students in the College of Fine Arts and Communication and in the College of Letters and Science. In addition to discussing course registration, advisers can help with early career exploration, help with processes such as dropping a course, update major and minor declarations, and serve as a sounding board when something isn't going well. In effort to provide a seamless transition from ACAC to department advisers, faculty advisers can find notes from all ACAC advising appointments in the [Navigate](#) platform.

Students can schedule appointments with their assigned adviser through Navigate or by calling (715)346-3226.

Branch campus students are served by similar staff advisers who maintain close connections with the ACAC team.

Career Development Coordinators (CDCs) work, generally, with juniors and seniors to augment career exploration and preparation activities that the departmental adviser provides. CDCs host workshops about things like making a resume or preparing for professional interviews, they put on career fairs, and they offer one-on-one career advising appointments. Students can schedule

appointments with CDCs via Navigate or by phone. CDCs are also happy to present on career exploration or preparation in classes and can consult with faculty on creating career-related classroom assignments.

ACAC has a team of peer advisers who host group workshops to teach students about registration tools and career exploration resources. These peer advisers also help students through registration processes and schedule building.

Please reach out to ACAC as questions arise about the advising landscape on campus or if you have an academic concern about a particular student. We'll strive to work in partnership with you to address questions or make appropriate referrals. You can visit their [website](#) or email them at [acac@uwsp.edu](mailto:acac@uwsp.edu).

### Office of the Dean of Students

The [Office of the Dean of Students](#) connects students to resources and helps them navigate concerns related to academics, student conduct, and personal issues. They [receive reports](#) regarding incidents that impact our community and students. Reports should be submitted for issues concerning behavior and possible policy violations, incidents of hate and bias, reports of interpersonal violence, and possible academic misconduct. When you are concerned about a student's well-being or other concerns that may be impacting them, you can also make a Student of Concern referral to their office for additional support. They maintain the [Red Folder Project](#) to help faculty and staff recognize and respond to students in crisis and provide information on how to refer students to appropriate resources.

In addition to your department chair/discipline coordinator, staff from the Office of the Dean of Students are available for consultation on concerns impacting students, concerning student behaviors and to discuss the academic misconduct process. You can contact their office by calling 715-346-2611 or emailing [DOS@uwsp.edu](mailto:DOS@uwsp.edu).

### Student Health Service

[Student Health Services](#) provides a variety of health care services for students. In general, [Student Health Services will not provide notes](#) excusing students from missing class due to illness. Many services provided by Student Health Services are free to enrolled students; please see the [Services Fees](#) page for more information.

### Student Mental Health Resources

UWSP students have access to a variety of mental health resources on campus as well as online. These resources are free to enrolled students. Contact the UWSP Counseling Center for questions about any of the services listed below.

### *UWSP Counseling Center*

[The UWSP Counseling Center](#) is located in the Student Health and Wellness Center and is open from 8 a.m. to 4:30 p.m. Monday-Friday. The counseling center provides individual and group therapy options for students. Individual therapy sessions can be held in person or over Zoom, while group therapy is in-person only.

Counseling center staff are also available to consult with faculty and staff about assisting students with concerning situations. You can contact their office at 715-346-3553.

### *Mantra Health - Whole Campus Care*

[Whole Campus Care](#) provides self-care courses, wellness coaching, virtual therapy, peer-to-peer communities, and 24/7 crisis support for students. Students may access support through the [Care Hub](#) or download the Mantra Health app via [Apple](#) or [Android](#).

### *You@UWSP*

[You@UWSP](#) is a self-help and well-being platform available to UWSP students and staff. The platform covers topics ranging from academics and career success to mental and physical health, life purpose, and campus connections. The platform also provides a link with information on how to access help in a crisis.

## **Tutoring-Learning Center**

With a staff of nearly seventy tutors spanning thirty different majors, the TLC supports hundreds of UWSP classes. Students who work with TLC tutors and peer coaches engage more thoroughly with course content and improve the study skills needed for success. Here are a few ways you can promote use of the TLC:

### *Include the TLC in Your Syllabus*

Use the **blurb below** in your syllabus along with [a link to the TLC home page](#). Also consider recommending that students attend tutoring sessions as a supplement to your posted office hours.

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four service areas:

- [Academic Coaching](#): Build skills in studying, time management, test-taking, online learning, and more by working with a peer or professional coach.
- [Course Content Tutoring](#): Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, world languages, and more.

- [Reading/Writing](#): Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more using tutoring in-person or through our [Online Writing Lab](#).
- [Tech Essentials](#): Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

All tutoring services are FREE to UWSP students. There are two ways to meet with our tutors:

- Make an individual appointment: Students can self-schedule using [Navigate](#), contact us at [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu) or 715-346-3568, or stop into CCC 234. On the Wausau campus, contact [wautlc@uwsp.edu](mailto:wautlc@uwsp.edu) or 715-261-6148. On the Marshfield campus, contact [roleary@uwsp.edu](mailto:roleary@uwsp.edu) or 715-346-2405.
- Visit a Drop-In Tutoring Center: No appointment needed! Students can view our [Drop-In Tutoring Schedules](#) page to see our availability and locations.

### *Direct Specific Students to the TLC*

To direct specific students to the TLC or recommend TLC support for specific assignments, you can modify the following text:

If you would like help [organizing ideas for your paper, receiving constructive criticism of a draft, studying for an upcoming test, understanding a specific concept, etc.], make an appointment with a TLC tutor through [Navigate](#), visit a TLC [drop-in tutoring center](#), or submit a draft of your writing to the TLC [Online Writing Lab](#) for written feedback.

### *Invite the TLC for a Class Visit*

Your students are more likely to visit the TLC after a tutor has made a brief presentation about our services in your class. Tutors can also present skills that are useful across all disciplines around organization, time management, university software, citation formatting, and more! Reach out to us to schedule a presentation or with ideas for future collaborations.

### *Link to the TLC from Your Canvas Page*

Connect students directly to the TLC through your Canvas page. Go to your course homepage, settings, Navigation. Then drag UWSP Tutoring Resources up to your course Navigation.

### *Week 5 Alerts*

Week 5 alerts are made only on first and second-year students in “gateway” courses and courses in which a high proportion of students earn a grade of D or F or withdraw (also known as high DFW courses). These courses include:

BIOL 101, BIOL 110, CHEM 105, CHEM 106, DSN 101, ECON 110, ENGL 101, HIST 101, HIST 102, HIST 176, GEOG 105, MATH 90, MATH 95, MATH 107, MATH 109, MATH 111, MATH 255, NRES 150, PHIL 100, POLI 101, PSYC 110

Instructors teaching these courses will receive an email notifying them of when and how to submit week 5 alerts in [Navigate](#). Information about who will be notified when Week 5 alerts are issued and what actions will result can be found on page 2 of the [Navigate Alert Configuration document](#).

## University Policies

The [University Handbook](#) contains the essential policies, procedures, and general information that affect faculty, academic staff, and university staff employment at UWSP. The handbook is updated annually. Changes to the University Handbook, in general, must be approved by shared governance. Selected policies of particular interest to teaching are highlighted below, but this is by no means an exhaustive list.

### Academic Misconduct

The University Handbook outlines [academic disciplinary procedures](#) including definitions of academic misconduct, possible sanctions, and more. The Office of the Dean of Students provides an [Academic Misconduct Procedure Guide](#) for faculty that includes letter templates and a link to the academic misconduct reporting form.

### Copyright & Fair Use

UWSP faculty and instructors are expected to comply with U.S. copyright law while engaging in teaching, scholarship, and other activities. The UWSP library provides [resources](#) to educate UWSP students, faculty, and staff about the basics of copyright and fair use.

### Course Syllabi

Requirements for course syllabi are present in a variety of sections in the University Handbook.

Content that must be present in your syllabus includes:

- Course outline (often interpreted as a rough schedule of content and activities).
- Minimum bibliography (Books available through text rental, for purchase, as well as other print/media resources used in content delivery).
- Statement of course objectives and requirements (Course Learning Outcomes, any required assignments).
- [GEP Learning Outcomes](#) when applicable
- Description of grading system (Usually interpreted to mean both a grading scale and a breakdown of the contribution of assignments and exams to the overall course grade).



- Tentative exam schedule (Timing of the final exam is determined by the Registrar, and is posted in your course details in accesSPoint when available.)
- Clear [attendance](#) policy
- [Equal access for students with disabilities statement](#)

In addition to the university-mandated content, CITL also recommends that you include the following in your course syllabus:

- [Warm Language](#) (Use of kind, familiar tone, as opposed to a cooler, formal tone).
- Office/Student hours (We suggest using Navigate to allow student online scheduling.)
- Expected turnaround time for responding to emails and returning graded work
- Planned flexibility for students (Assignment choice, drops, makeup plans)
- Technology Guidelines (Required hardware/software, basic skills, approved and unapproved in-class technology)
- Inclusivity statement
- Confidentiality/FERPA Statement
- Guidelines on how students should communicate with you and with each other (etiquette/ netiquette)
- Policy for late/make-up work
- Student Help Resources (Counseling, Health Services, TLC, DRC, Writing Center)
- Academic Honesty Policy (Required if you pursue Academic Misconduct cases)
- Your expected turnaround time for responding to emails and grading work.

### [Equal Access for Students with Disabilities](#)

UWSP strives to create a learning environment that will help maximize opportunities for all students to succeed. [The University Handbook maintains policies related to access for students with disabilities](#). Program and course accommodations for students are handled by the [Disability Resource Center](#) (DRC), formerly known as the Disability and Assistive Technology Center (DATC), and are determined on a case-by-case basis.

Instructors will be notified of a student's eligibility for accommodation through a [faculty notification letter](#). The DRC website provides resources and information for faculty and instructors related to confidentiality, accommodations, classroom tips, and legal information and policies. Faculty must include an equal access for students with disabilities statement in their syllabus. A sample statement is provided below

#### **Equal Access and Disability Accommodations**

If you have a condition that may impact your learning and/or participation in course activities, please contact the [Disability Resource Center](#) (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests.

Please let me know if you have questions. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and [drc@uwsp.edu](mailto:drc@uwsp.edu).

To create a classroom environment that is inclusive for all students, regardless of ability status, we recommend that faculty and instructors follow the principles of [Universal Design for Learning](#) when developing courses. For help putting these principles into action in your courses [book an appointment](#).

## Generative Artificial Intelligence

University Handbook requires that faculty and instructors include a [policy on generative artificial intelligence \(Gen AI\) usage](#) in their syllabus. Your policy should address the kind of AI allowed (if any), the purposes for which it may be used, and how it should be acknowledged. For example policies, see the Artificial Intelligence section of the [CITL Syllabus Template](#).

## Grading

Instructors are required to provide to students, not later than the end of the second week of classes, a written statement of how grades will be determined. The easiest place to do this is in your syllabus. Failure to do so or failure to assign course grades in a way that is consistent with the manner described provides [grounds for a grade appeal](#). Individual departments may have additional policies and practices that pertain to grading and academic standards. Please talk to your department chair or discipline coordinator for more information.

## Inclement Weather

Because the UWSP main campus is largely residential, it is uncommon for the campus to close due to inclement weather. The UWSP Marshfield and Wausau campuses serve a higher number of commuter students and may be more affected by inclement weather. In the event that a campus closes or classes are canceled, a formal notification will be issued from the Chancellor's office. Primary methods of notification include the UWSP homepage, campus email, the campus emergency notification system (i.e., Pointer Alerts), local media, the campus information numbers (UWSP 715-346-0123, UWSP Marshfield 715-389-6530, UWSP Wausau 715-261-6100).

In the absence of a formal cancellation notice, classes are presumed to meet as scheduled. Individuals who travel to and from campus are encouraged to use their own judgment as to whether or not such travel is wise. Should it be necessary to cancel a class due to the absence

of an instructor, it is the responsibility of that instructor to notify their department head and to schedule an appropriate make-up session, which could include moving the class online for the day.

See the [Severe Weather webpage](#) and the [Inclement Weather Policy](#) for more information.

### Incomplete Policy

The University catalog provides the guidance below to students regarding grades of [incomplete](#). For the purposes of this document, emphasis (bold) has been added to some portions to help clarify faculty/instructor expectations.

If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an “incomplete” in the course. **An “incomplete” should be reserved for the completion of a definable amount of work (for example, one term paper or one exam) that occurs near the end of the semester.** An “incomplete” is not to be used for making up in-class work; therefore, do not expect to sit in the class in a subsequent semester. **If your request for an “incomplete” is approved, the instructor will inform you and the department chair of the work you need to complete and the due date.**

You will have until the end of the next semester (excluding summer session) to complete the work unless your instructor gives you an earlier deadline. Failure to complete the work prior to the appropriate deadline will result in a grade of F. **If, for reasons beyond your control, you are unable to make up the “incomplete” by the deadline, you may ask the instructor and department chair to extend this time limit one time. However, any further extension of time will require the approval of the dean of the college.**

DO NOT register for a course in which you received an “incomplete.” If you do, the incomplete will be changed to an F. Instead, arrange with your instructor to complete the work remaining in the course. **When you have completed the work satisfactorily, your instructor will report the removal of the “incomplete” to the Office of the Registrar who will notify you that your record has been updated.** If you do not receive notification after a reasonable waiting period, you should contact your instructor. Your final grade will not change any prior academic status.

Agreeing to issue an incomplete is up to the discretion of the instructor. Please know that if you choose to issue an incomplete to a student the implication is that you will provide reasonable support to the student while they finish up missing work. If you are not available to do so, for personal or professional reasons, an incomplete should not be issued.

## Privacy

The University Handbook provides information and guidance about [student privacy rights](#) as afforded by the Family Educational Rights and Privacy Act (FERPA). In addition, the [Office of the Registrar](#) provides guidance for faculty and staff, including a FERPA Q&A, and provides FERPA training sessions.

## Religious Observances

[Universities of Wisconsin policy](#) requires that students' sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. We recommend that you familiarize yourself with the policy and include a syllabus statement such as the sample provided below:

It is Universities of Wisconsin policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Sexual and Gender-Based Misconduct

UWSP is committed to preventing sexual- and gender-based misconduct against students and employees. UW-Stevens Point prohibits all forms of sexual misconduct to include:

- Sexual Assault / Rape
- Domestic Violence
- Dating Violence
- Stalking
- Sexual Harassment
- Discrimination based on gender identity, gender expression, or sexual orientation

The [Title IX webpage](#) provides links to applicable UWSP and Universities of Wisconsin policies, definitions and statistics, and more. In the event that a student discloses an incidence of sexual- or gender misconduct to you, as a UWSP faculty/instructor you are legally required to notify the Title IX Coordinator/Office of the Dean of the Students. Please review the [employee reporting requirements](#) and reach out to a member of the [UWSP Title IX team](#) with questions.

## Other Information

### Campus Maps

Campus maps for all three UWSP campuses, information about visitor parking, and directions to the Wausau and Marshfield campuses can be found on the [Maps & Directions page](#) of the UWSP website.

### Coffee and Food

#### *Main Campus*

UWSP Dining Services provides a variety of [dining options](#) across campus that are open to students, faculty, and staff. The Homegrown Café in the Dreyfus University Center (DUC), and the Common Ground Café in the Chemistry Biology Building offer coffee as well as grab-and-go snack and meal options. The DUC Food Court offers a variety of food options as well.

The CPS café located in the College of Professional Studies offers a variety of grab-and-go lunch options as well as a weekly lunch menu. The café is operated by UWSP food and nutrition students.

Just adjacent to campus, on the corner of Isadore and Fourth you'll find Zest Bakery and Coffeehouse which serves a variety of coffees, teas, and pastries as well as providing breakfast and lunch options. There is also a Dunkin Donuts and Starbucks within walking distance of campus. The Aspirus Stevens Point Hospital, located on Stanley Street near the Chemistry Biology Building, also has an inexpensive café.

### Employee Assistance

All UWSP employees have access to an [Employee Assistance Program](#) (EAP) provided through Kepro that provides 24/7 access to mental health professionals, consultations on legal and financial issues and more. EAP services are employer paid and free to use.

### Legal Holidays

University offices are closed on legal holidays. The State of Wisconsin designates nine legal holidays per year. A list of the [legal holidays and when they are observed](#) is provided by UW-System. Faculty and instructional academic staff are paid for all holidays, including floating holidays, and do not need to enter an absence request for these dates.

## Parking

All campus lots require the purchase of a parking permit, which can be done online using a credit/debit card or through payroll deduction. Payment may also be made via cash or check in the Parking Services office. New faculty and staff are provided with free parking in a designated lot until a permit can be purchased. See the [Faculty/Staff page of the UWSP Parking Services website](#) for more information.

## UWSP Acronyms

| Acronym | Pronunciation      | Meaning                                              |
|---------|--------------------|------------------------------------------------------|
| AAC     | A-A-C              | Academic Affairs Committee                           |
| ACAC    | Ack-ack OR A-C-A-C | Academic and Career Advising Center                  |
| CAC     | C-A-C              | Communication Arts Center                            |
| CASE    | Case               | Campus Activities and Student Engagement             |
| CBB     | C-B-B              | Chemistry Biology Building                           |
| CCC     | C-C-C              | Collins Classroom Center                             |
| CITL    | Sit-el             | Center for Inclusive Teaching and Learning           |
| CNR     | C-N-R              | College of Natural Resources                         |
| COFAC   | Co-Fack            | College of Fine Arts and Communication               |
| COLS    | Cols               | College of Letters and Science                       |
| CPS     | C-P-S              | College of Professional Studies                      |
| DRC     | D-R-C              | Disability Resource Center                           |
| DUC     | D-U-C              | Dreyfus University Center                            |
| EDIPC   | E-D-I-P-C          | Equity, Diversity, and Inclusion Policy Committee    |
| GEC     | G-E-C              | General Education Committee                          |
| ITC     | I-T-C              | Information Technology Council                       |
| NFAC    | En-fack            | Noel Fine Arts Center                                |
| OPID    | Oh-pid             | Office of Professional and Instructional Development |
| TLC     | T-L-C              | Tutoring-Learning Center                             |
| TNR     | T-N-R              | Trainer Natural Resources Building                   |
| UPDC    | U-P-D-C            | University Professional Development Center           |

For a more complete list of common acronyms, please see the [UW-Sxtevens Point acronyms document](#) provided by HR