

COURSE SYLLABUS

Course Prefix & Number	Bus 325		
Course Name	Organizational Behavior		
Term	Spring	2024	

1. COURSE INFORMATION

1.1. Instructor Information

Instructor:	Dr. Sean Jordan
Office:	413 College of Professional Studies
Physical Office Hours:	By Appointment (Instead of making you adjust to my schedule, I will do my best to adjust to yours)
Virtual Office Hours:	By Appointment (Instead of making you adjust to my schedule, I will do my best to adjust to yours)
Office Telephone:	
E-mail:	sjordan@uwsp.edu
Expected Instructor Response Time:	Same day or next day during the week. Slightly longer on the weekend.

1.2. Course Information

Meeting Time & Location for face-to-face sessions (Section 1 of this course):	M/W 3:30PM – 4:45PM in CCC 214
Course Description:	Behavioral approach to management concentrating on the individual in the workplace in dealing with power, authority, rules, status, norms, leadership, motivation, communication, group processes, and conflict management.
Credits:	3
Prerequisites:	None

1.3. Textbook & Course Materials


Required Text(s):	<u>Organizational Behavior</u> by Stephen P. Robbins & Timothy A. Judge, 18th Edition, Pearson, ISBN: 978-0134729664
Recommended Text(s):	None
Other Readings:	Read the Primers in Canvas
Other Required Materials / Applications:	Computer and reliable Internet access

1.4. Course Technology

Course Website:	Canvas
Other Websites:	None
Course Delivery:	In-person

Delivery Mode Changes: Changes to course delivery may occur at any time during the term to address public health and safety concerns.

Canvas Support:

Click on the HELP button () in the global (left) navigation menu and note the options that appear:

- Ask Your Instructor a Question
Submit a question to your instructor
 - Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
- Chat with Canvas Support (Student)
Live Chat with Canvas Support 24x7!
 - Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
- Contact Canvas Support via email
Canvas support will email a response
 - Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your difficulty.
- Contact Canvas Support via phone
Find the phone number for your institution
 - Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
- Search the Canvas Guides
Find answers to common questions
 - Searching the [Canvas guides](#) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](#).
- Submit a Feature Idea
Have an idea to improve Canvas?
 - If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

Self-train on Canvas through the Self-enrolling/paced [Canvas training course](#).

UWSP Technology Support:

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at

techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit: [IT Service Desk](#).

For technology instruction sheets, online support videos, and other related resources, go to: [UWSP Online Student Support](#).

The university also provides a Technology Tutoring service in which tutors meet with students one-on-one to provide technology assistance. To receive help of this nature visit: [Tech Essentials Training](#).

Additional tools designed to help students taking online or hybrid courses can be found at: [UWSP Online Student Orientation](#).

2. LEARNING OUTCOMES

2.1. *Course Goals*

This class is intended to prepare you for leadership roles and greater responsibility in the business world. The goal is to gain a deeper understanding of organizational behavior and challenge you to think outside of the box when it comes to managing and leading people. You will do this by analyzing your personal experience, learning from your classmates, and understanding the theories and principles driving organizational behavior.

2.2. *Course Learning Objectives*

- Understand the field of organizational behavior and how it applies to the workplace
- Explain how to promote and leverage diversity in an organization
- Analyze how attitudes and job satisfaction are related and how they lead to greater job performance
- Explore group behavior and individual decision-making and how to take them into account for group decision making
- Apply the concepts of motivation to the people that you lead
- Examine communication and leadership at your organization
- Explain the role of power and politics in the workplace
- Determine how organizational structures impact organizations
- Improve organizational culture through exploration
- Outline change management and how individuals deal with change

2.3. *Academic Unit*

SBE Mission: The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.

The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

Accreditation Commitment: SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

3. COURSE POLICIES

3.1. Attendance

While not exactly attendance, you need to keep up with the schedule. You also need to check your UW-SP email regularly.

3.2. Late Work

Late work will be assessed a deduction of 10% per day, up to 50%, unless pre-approved for a valid reason.

3.3. Etiquette/Netiquette

3.3.1 General Policy Guidelines

Etiquette/Netiquette is a set of rules for behaving properly during on-campus/online components of a UWSP course. As the instructor, it is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of Etiquette/Netiquette are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of Etiquette/Netiquette and breaches thereof:

- Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.
- Side discussions (on-campus or online), listening to head phones, sleeping in class, and abusive language is considered disruptive behavior.

- No shouting, no profane language, no verbal or physical threats, no intimidation of any kind.
- Not arriving to class under the influence of any alcohol or drugs.
- Please come to class on time. Students should inform the instructor via email prior to class if he or she must arrive late or leave early.
- Cell phones, tablets, laptops, or any other electronic devices, while permitted in class, must be used in a way that is not disruptive to the class. Electronic devices are to be used only for note taking and to participate in class. Texting, checking social media, email, etc. is not permitted. If you are using technology inappropriately, you will be asked to put your device away for the remainder of the class session. If you or those around you appear severely distracted by an electronic device at any time, the instructor may ask you to show the content of your screen or to leave the classroom.

3.3.2 Penalties for Misconduct

The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment for others. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office.

4. GRADING

4.1. Grading Scheme

Letter Grade	Percentage Range (x = your score)				
	93.0%	≤	x	≤	100.0% (or other max)
A	93.0%	≤	x	≤	100.0% (or other max)
A-	90.0%	≤	x	≤	92.9%
B+	87.0%	≤	x	≤	89.9%
B	83.0%	≤	x	≤	86.9%
B-	80.0%	≤	x	≤	82.9%
C+	77.0%	≤	x	≤	79.9%
C	73.0%	≤	x	≤	76.9%
C-	70.0%	≤	x	≤	72.9%
D+	67.0%	≤	x	≤	69.9%
D	60.0%	≤	x	≤	66.9%
F	0.0%	≤	x	≤	59.9%

4.2. Grading Notes (if provided)

Class Project (Case Study/Term Paper (10%) + Presentation (10%) = (20%) Total)
 On-line Discussion (20%)
 Executive Summaries (15%)
 Group Assignments (10%)

Networking Events (5%)
Organizational SWOT Assessment Video (5%)
Podcast/Article Analysis (5%)
Miscellaneous Assignments (ie. introductions, selecting project, etc.) (5%)
Pro-Events (5%)
1-on-1 Meeting (5%)
Check-ins (5%)

4.3. Points Available

Points (if provided)	Percent (if provided)	Item Description	Gradebook Category (if provided)	Category Percent (if provided)
	100%	TOTALS		

Simplified (Optional)

Item Description	Points	Percent of Total
TOTALS		

5. COURSEWORK DESCRIPTIONS & COMMENTARY

5.1. Exams

There are no exams for this course.

5.2. Quizzes

There are no quizzes for this course.

5.3. Assignments

Week of January 22, 2024 – January 28, 2024

Submit Online Class Introductions (Due January 28, 2024 by 11:59pm)
Review Course Schedule and Class Syllabus
Watch Instructor Introduction
Review Instructor's Teaching Philosophy
Review Chapter 1: What is Organizational Behavior?
Watch YouTube Video: Organizational Behavior Explained
Review Introducing the Class Project
Complete Video Test Run Assignment (Due: January 28, 2024 by 11:59pm)

Week of January 29, 2024 – February 4, 2024

Review Chapter 2: Diversity in Organizations
Review Chapter 3: Attitudes and Job Satisfaction
Watch SWOT Assessment Video
Begin Canvas Online Discussion Board (Initial Posts Due February 4, 2024 by 11:59pm)

Week of February 5, 2024 – February 11, 2024

Review Chapter 4: Emotions and Moods
Review Chapter 5: Personality and Values
Submit Organizational SWOT Assessment Video (Due: February 11, 2024 by 11:59pm)
Submit Class Project Idea (Due: February 11, 2024 by 11:59pm)
Canvas Online Discussion Board (Due: February 11, 2024 by 11:59pm)

Week of February 12, 2024 – February 18, 2024

Review Chapter 6: Perception and Individual Decision Making
Review Chapter 7: Motivation Concepts
Submit Executive Summary #1 (Due: February 18, 2024 by 11:59pm)
Begin Canvas Online Discussion Board (Initial Posts Due: February 18, 2024 by 11:59pm)

Week of February 19, 2024 – February 25, 2024

Review Chapter 8: Motivation: From Concepts to Applications
Review Chapter 9: Foundations of Group Behavior
Canvas Online Discussion Board (Due: February 25, 2024 by 11:59pm)

Week of February 26, 2024 – March 3, 2024

Review Chapter 10: Understanding Work Teams
Review Chapter 11: Communication
Submit Executive Summary #2 (Due: March 3, 2024 by 11:59pm)
Begin Canvas Online Discussion Board (Initial Posts Due: March 3, 2024 by 11:59pm)

Week of March 4, 2024 – March 10, 2024

Review Chapter 12: Leadership
Review Chapter 13: Power and Politics
Canvas Online Discussion Board (Due: March 10, 2024 by 11:59pm)

Week of March 11, 2024 – March 17, 2024

Review Chapter 14: Conflict and Negotiation

Review Chapter 15: Foundations of Organizational Structure

Submit Executive Summary #3 (Due: March 17, 2024 by 11:59pm)

Begin Canvas Online Discussion Board (Initial Posts Due: March 17, 2024 by 11:59pm)

Week of March 18, 2024 – March 24, 2024

Review Chapter 16: Organizational Culture

Review Chapter 17: Human Resources Policies and Practices

Canvas Online Discussion Board (Due: March 24, 2024 by 11:59pm)

Week of March 25, 2024 – March 31, 2024

Review Chapter 18: Organizational Change and Stress Management

Group Assignments

Submit Podcast/Article Analysis (Due: March 31, 2024 by 11:59pm)

Week of April 1, 2024 – April 7, 2024

Group Assignments

Week of April 8, 2024 – April 14, 2024

Group Assignments

Week of April 15, 2024 – April 21, 2024

Group Assignments

Week of April 22, 2024 – April 28, 2024

Submit Presentation on Class Project (Due: April 28, 2024 by 11:59pm)

Week of April 29, 2024 – May 5, 2024

Provide Feedback on Class Projects (Due: May 5, 2024 by 11:59pm)

Case Study/Term Paper (Due: May 5, 2024 by 11:59pm)

Week of May 6, 2024 – May 12, 2024

No Final for this class

Class Project (20%)

The class project will consist of two-parts: The **Case Study/Term Paper (10%)** and the **Presentation (10%)**. The class project can be on any topic of your choice related to organizational behavior. I recommend selecting a topic that is directly related to your professional experiences and one that can be applied to your current position, or something that you want to learn more about and pursue in the future.

1) Start with a question: How can I improve job satisfaction at ...? Or How do we handle conflict at ...? Is that the best approach? How do I motivate my employees? *(Please don't default to these questions – find something you are interested in and focus on that).*

2) From there you will conduct independent research, interviews, networking, assessments (SWOT, SOAR, etc.) and anything else you need to answer that question. The best approach is to look at the situation from multiple angles. I'd recommend at least 4-5 articles related to your topic, an interview or discussion with someone that is knowledgeable in the field, and at least one type of assessment, like a SWOT assessment. Creativity is encouraged!

3) Presentations should be between 5-10 slides and approximately 5-10 minutes in length. A couple tips for presentations - don't overload the slides and don't read off the slides. Assume everyone will read along with you. Let the slides be an overview and the verbal portion of your presentation expand on the topics. Visuals, examples, and interaction with your audience helps a lot. Try to make it interesting. Just like everything else, this is a learning process and I'm not looking for perfection, but rather the effort you put into it and your willingness to learn.

4) Your term paper should be between 3-5 pages (single-spaced, 12-point, Times New Roman) and cited using APA format when necessary.

5) Both should be presented like a case study where others can apply the information to a similar situation. With that, imagine a business manager at an organization has the same question or problem. They should be able to pick up your document and have a good overview, solid recommendations, and a good start on how to proceed with the situation. Both products will be graded based on the thoroughness of your research, critical thinking, creativity, and the strength of your recommendations.

Summary of Important Items to Consider:

- Provides a clear understanding of your topic and the question you are trying to understand
- Writing is high quality and free of grammatical errors
- Formatting is easy to follow and understand
- Displays a thorough understanding of the topic (5+ resources) from multiple perspectives
- Effectively answers the question: why is this important? Why does this matter?
- Approaches with realism - treat this project like it will actually get implemented
- Reinforces the research with real world accounts (first-hand, interviews, observations)
- Explains best practices related to the topic that can be applied to other organizations experiencing similar situations

- Presentation succinctly covers all the key points in the paper (see list above)
- 5-10 slides, 5-10 minutes
- Contains a question slide with contact information - asks for questions and professionally answers them
- Properly documents all references
- Speaks clearly and confidently
- Makes eye contact and relates with the audience
- Slides are easy to read and follow
- Presentation uses images, charts, and diagrams as needed to properly convey the message

Executive Summaries (15%)

Over the course of the semester, you will write three (3) executive summaries on topics from the book. You can select any “Case Incident” from the chapters in the book (with the exception of the one on page 97 since you have an example posted on that one). These “Case Incidents” can be found at the end of each chapter. Executive summaries must concisely (no more than 1 page) cover your thoughts on the information presented as if you were presenting this to the CEO of the company in the case study or scenario. The best executive summaries have a 1-2 sentence introduction, background on the situation, recommendation on how to proceed (this may be 1-3 courses of action depending on the situation), and the impact/outcomes of that recommendation. Please justify all recommendations with evidence from the book, class discussions, or your personal research.

On-line Discussion Participation (20%)

For each discussion board you are expected to post and stay involved in the conversation at multiple times (at least three (3) times during the discussion board, one of which can be your initial responses). After providing your initial responses, you can choose to participate in all the threads or just one if you find that interesting. All of our discussion boards will run for two weeks – the first week will be for your initial responses to the questions and the second week will be for responses and classroom interaction. Therefore, you will be required to post on the discussion board each week.

The ideal post will contain the following:

- Contains a minimum of eighty (80) words, plus proper punctuation and grammar
- Contains outstanding information and are made in time for others to read and respond (not on the last night before they are due)
- Delivers information that is full of thought, insight, and analysis
- Makes connections to previous or current content and real-life situations

Group Assignments (10%)

The class will be divided into groups about halfway through the semester. Groups will be asked to work through questions, scenarios, and other exercises directly related to the content from our book while exploring organizational behavior concepts. There will be three (3) parts to the group assignment that will all be completed remotely based on the group preference. Each member of the group is expected to participate and contribute in a meaningful way. After all, you are a work team now and your own organization, which means all the same concepts we’ve been discussing now apply to you.

Networking Event (5%)

There will be a variety of options for this event which will be posted soon. After the event of your choice you will be required to complete a reflection on how the event went. More information to follow on this soon.

Organizational SWOT Assessment Video (5%)

Select an organization that you are familiar with and conduct a SWOT (strengths, weaknesses, opportunities, threats) assessment on the organization looking at the organizational behavior dynamics from the book. Use the chapter headings as a guideline of some areas to look at (diversity, job satisfaction, decision making, motivation, work teams, communication, leadership, politics, etc.). Once you complete the SWOT assessment, you will record a video presenting it to the class with the reasons why you selected the elements that you did under each section of the SWOT assessment. Videos should be 3-5 minutes long.

Podcast/Article Analysis (5%)

This assignment is to get you thinking about your class project. Please take some time to review the requirements and jot down some questions or topics that you would be interested in exploring for this assignment. Once you decide on a direction, find an article, podcast, blog, or other material that directly relates to that topic. Please write a one (1) page single-space, Times New Roman, 12-point font paper answering the following questions at minimum: 1) Write a summary of the resource you found and the content 2) Provide a critique of your resource – Was it well-written? Thorough? Was it useful in answering your question? Why? 3) What other information do you need to effectively answer your question? 4) Any other comments that are important to add?

Miscellaneous Assignments (ie. introductions, selecting project, etc.) (5%)

Throughout the semester, I will have small assignments such as the introduction, selecting your project idea, a video test run, and just checking in on things. These are as close as you can get to free points as long as you get them completed by the deadlines.

1-on-1 Meeting (5%)

I'll be scheduling 1-on-1/small group meetings with each of you this semester to get to know all of you better and better help you academically and professionally. More to follow on dates/times and scheduling.

Video Check-ins (5%)

I'll be posting regular videos on important information and deadlines for class. It's vital to watch the videos and these check-ins are simply to ensure that everyone is doing that.

Pro Events (5%)

Outlined below

5.4. Smiley Professional Events – This section applies only to courses requiring Pro Events

Smiley Professional Events (or Pro Events) and the Anderson Classroom to Career Center (C2C) are flagship programs of the Sentry School.

Pro Events connect you to:

- *Campus* (e.g., academic coaching, student clubs);
- *Community* (e.g., Rotary, Business Council); and
- *Careers* (e.g., internships, networking).

As a Sentry School student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career.

Find the Pro Events calendar in the new Virtual C2C/Suitable system! Get started by either downloading the Suitable app in your preferred app store or by visiting app.suitable.co. Then log in with your UWSP email; be sure to give access to your camera and turn on notifications.

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off (**Mar. 15**); a second event must be before the end-of-semester cut-off (**May 10**). If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Attendance at each event will count for ___ points towards your final grade.

You can verify your courses with Pro Events requirements in the Virtual C2C/Suitable system by clicking under your name in the bottom left of the home page, then *Settings*, then *School Information*.

As you attend Pro Events, you will see your attendance credits under the *Completed* tab on the *Achievements* page. Please allow a week for confirmation of attendance at events held outside the Sentry School, such as Career Services events.

After the mid-semester deadline (**Mar. 15**) and the final cut-off (**May 10**), the Pro Events team will assign your attendance credits to your Sentry School classes with Pro Events requirements. Attendance credits will be assigned to courses in alpha-numeric order. If you have a question about Pro Events attendance, please email proevents@uwsp.edu.

You may earn Pro Events credits by attending both live Zoom events and in-person events. For maximum schedule flexibility, check out the Anderson Center Canvas page for details on “Create Your Own” events and the “Lunch with a Leader” program. “Create Your Own” events include meetings with Career Advising, Financial Coaching or Academic Coaching staff. The “Lunch with a Leader” program allows you to set up a lunch (virtual or in-person) with a business expert to learn more about their industry, company and profession.

Only students registered for 100% online or branch-campus classes have access to Pro Events recordings. The number of videos available will be pro-rated based on the number of such courses in which you are enrolled. Video events must be completed one week before the general Pro Events cut-offs. **For Spring 2024, the video deadlines are Mar. 8 for the first half-semester and May 3 for the second half-semester.**

If you have multiple courses or affiliations with Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course/affiliation.

6. SCHEDULE

6.1. Dates and Deadlines

The instructor will provide a tentative course schedule in a supplementary file. All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here: [UWSP Academic Calendar](#).

7. OTHER ADMINISTRATIVE DETAILS

7.1. ADA / Equal Access for Students with Disabilities

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. Links to UWSP's policies regarding ADA, nondiscrimination, and Online Accessibility (IT & Communication Accessibility) can be found at: [UW Legal and Policy Information](#).

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability Resource Center (DRC) to complete an Accommodations Request form. The DRC is located in room 108 in the Collins Classroom Center (CCC). For more information, call 715-346-3365 email drc@uwsp.edu, or visit: [Disability Resource Center](#)

7.2. Nondiscrimination Statement

No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran's status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715-346-2606 or visit: [Equal Opportunity Human Resources](#)

7.3. SBE Inclusivity Statement

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon all of you contributing to the class with your own opinions and perspectives. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it. To do so, first go to the [Hate Bias Response Team website](#), then click the button that corresponds to the appropriate campus, and finally complete and submit the report. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Further information on UWSP's commitment to an inclusive campus can be found here: [Equity, Diversity, and Inclusion](#)

7.4. Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: [Chapter UWS 22 Accommodation of Religious Beliefs](#).

7.5. Help Resources

This section offers help resources relating to academic tutoring, healthcare, counseling, and other matter of student wellbeing. For help recourse related to technology use, please see section 1.4 above.

The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 234 Collins Classroom Center (CCC). For more information, call 715-346-3568 or visit: [Tutoring-Learning Center \(TLC\) at UWSP](#).

If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715-346-4646 or visit: [UWSP Student Health Services](#).

The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: [UWSP Counseling Center](#).

In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students. Responding to students with care, concern, and resources is critical in supporting the success of our students and campus community, and therefore the Dean of Students maintains a list of resources that can provide support for a wide variety of situation. That list can be found here, [Dean of Students Resources](#). Moreover, the Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. Simply put, the Dean of Students is here to help. If you are ever unsure of what to do or

who to contact, contact the Dean of Students Office at 715-346-2611 or visit them online at [UWSP Office of the Dean of Students](#).

UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at: [UWSP Dean of Students Anonymous Reports](#).

7.6. Emergency Response Guide

In the event of an emergency, follow UWSP's emergency response procedures. For details on all emergency response procedures, please go to: [UWSP Emergency Guidebook pdf](#).

7.7. UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: [UWSP Community Bill of Rights and Responsibilities](#).

7.8. University Attendance Policy

In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university's attendance guidelines can be found at: [University Attendance Policy](#).

7.9. University Drop Policy

You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university's drop policy can be found at: [University Drop Policy](#).

7.10. Academic Honesty

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: [Chapter UWS 14 Student Academic Disciplinary Procedures](#).

7.11. Grade Reviews/Appeals

A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading

scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university's policies on non-academic misconduct can be found at: [UWSP Grade Reviews/Appeals](#).

7.12. Non-Academic Misconduct

Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university's policies on non-academic misconduct can be found at: [UWSP Non-Academic Misconduct](#).

7.13. Confidentiality

Under FERPA, students cannot remain anonymous in a class. Students are permitted to know who else is in their class.

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, go to: [UWS Digital Learning Environment External Application Integration Requests](#). Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Links to the Terms of Use and Privacy Policies for tool used at UWSP be found at: <https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx>

Here are steps you can take to protect your data and privacy:

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Additional resources regarding information security at UWSP can be found at: [Terms of Use and Privacy Policies for Tools Used](#)

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

7.14. Intellectual Property - A Guide to Student Recording & Sharing Class Content

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

7.15. Sample Coursework Permission

The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

7.16. Revision Clause

This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student's responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.