



## COURSE SYLLABUS

Course Prefix & Number	BUS 322
Course Name	Business Leadership for Managers
Term	Spring 2024

### 1. COURSE INFORMATION

#### 1.1. Instructor Information

<b>Instructor:</b>	Dr. Josh Misner
<b>Office:</b>	N/A
<b>Physical Office Hours:</b>	N/A
<b>Virtual Office Hours:</b>	Contact me (flexible – limited availability on weekend)
<b>Office Telephone:</b>	N/A
<b>E-mail:</b>	jmisner@uwsp.edu
<b>Expected Instructor Response Time:</b>	Emails typically receive a same-day response on Mon-Fri. Saturdays I'm screen-free to be fully present with my family. Sundays, I'll generally respond same day or by Monday.

#### 1.2. Course Information

<b>Course Description:</b>	This course explores the style of servant leadership within the context of management and how servant leaders impact organizational goals. Additionally, invitational leadership is explored to examine elements like trust and creativity in leadership. Students develop an awareness of their own preferred leadership style and practice skill building techniques to refine leadership techniques.
<b>Credits:</b>	3.0
<b>Prerequisites:</b>	None


#### 1.3. Textbook & Course Materials

<b>Required Text:</b>	Provided via Canvas
<b>Recommended Texts:</b>	None
<b>Other Readings:</b>	N/A
<b>Other Required Materials/Applications:</b>	Recommended: Computer, mobile device, or tablet with stable internet access

#### 1.4. Course Technology

<b>Course Website:</b>	UWSP Canvas
<b>Other Websites:</b>	None
<b>Course Delivery:</b>	Online/Remote

## 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: <https://uws.instructure.com/courses/45767>

## 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](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit: <https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>

For technology instruction sheets, online support videos, and other related resources, go to: <https://www.uwsp.edu/online/Pages/Student-Support.aspx>

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: <https://www.uwsp.edu/tlc/Pages/techTutoring.aspx>

## 2. LEARNING OUTCOMES

### 2.1. Course Goals

This class is intended to prepare you for leadership roles and the responsibility of serving those being led as you gain a deeper understanding of how leadership impacts culture, demographics, entire industries, and individual needs. This course will challenge you to rethink what it means to lead others by analyzing personal experiences, learning from each other, observing and studying other leaders, and understanding the theories and principles behind leadership. You will emerge from class with your own personal leadership philosophy and leadership development plan.

### 2.2. Course Learning Objectives

- Understand the theories behind leadership and concepts related to leadership
- Analyze leadership from the individual, team, and organizational level
- Examine contingency approaches to leadership
- Explore traits and behaviors of effective leaders
- Reflect on the concepts of leadership based on personal experience and observations
- Relate followership to effective leadership
- Examine culture and 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

Everyone's deliberate choice to join this course implies that we all want the experience to be positive, memorable, engaging, and applicable to our professional lives. There are enough college classes capable of generating misery and/or becoming easily forgettable, and nobody wants that to happen. To make this course an ideal experience for all will require meaningful student

participation in class discussions with both frequency and quality (see discussion grading below for more).

Since this is a 100% online, asynchronous course, doing so is not only a necessity, but it comprises the bulk of our mutual experience, so the stereotypical online discussion tactics or behaviors will both impact final grades negatively, but it also damages the potential for a positive experience for others as well. By committing to behaviors and routines that generate meaningful dialogue, you're not only ensuring the best possible grade, but you're increasing the value of your tuition and building professional skills that pay off incredibly well over your professional careers.

### 3.2. Late Work

There isn't one. This instructor's opinion is that applying a late policy to adults taking a college course is, put simply — stupid. Late policies come with a presumption that the work for that instructor's course takes top priority over other classes, athletic commitments, families, work, mental and physical health, and all the other responsibilities of adulthood.

**Therefore, I will never penalize late work because I believe you all are better judges of how to use your time than myself.**

Once we reach the deadline to submit final grades, that's it — it's over. The university's policies aren't as flexible as mine, so that deadline is FIRM. All the due dates in Canvas are posted as guidelines to help everyone manage their workload while we work through the course.

NOTE: Please prioritize discussions. Nobody's going to go back to previous weeks and check to see if anyone responded to their post after we move on. Such peer responses will simply sit out in the virtual world all sad and lonely, forever unread.

## 4. GRADING

### 4.1. Grading Scheme

Letter Grade	Percentage Range ( x = your score )				
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)

Grading for this course is based on the following qualitative criteria:

A = Superior, exceptional, nearly flawless work, and I'm threatened by the chance of knowing that you could take over teaching this class. Perhaps you need to be stopped...

B = All in all, you submitted a solid attempt. You probably missed addressing a prompt or two OR your work had a pretty decent number of basic flaws, but I like where you're going with what you're doing, so keep expanding, dig deep, and try to see how you can level up.

C = Something's better than nothing! We all know the saying, *Cs get degrees*. I completely get how there's times we need to focus on something more important than this class, and it's apparent that this is the case here because your work either missed the mark by a LOT or it simply needs adjustment and redirection. If you reach out and just ask me, there's almost a guarantee that I'll ask you to redo it for a better grade after some additional guidance.

D = I'm quite confused by whatever that was you submitted, and I have a feeling you might be as well. Let's set up a time to talk because I don't think either you or I wants to see your final grade become a D. Everyone deserves a second chance, so let's figure that out together.

F = You're not a failure — something went wrong, which is usually one of three things:

- You didn't understand the material, and I firmly believe this is the least likely cause because you're obviously brilliant if you're attending UWSP.
- You didn't try, whether intentional or by accident.
- There's something sketchy going on, which could be my mistake (I am human, after all) or perhaps we may have found some plagiarism, which is a big red flag.

If you've received an F, we really need to talk, especially if it's still before the withdrawal deadline. We could totally negotiate a plan to catch up, realign, or connect you with resources that can help, but we need to talk to make it happen.

## 4.3. Points Available

Points/Percent	Item Description
20	Case Study Responses (2 @ 10 points each)
20	Pro Events (2 @ 10 points each)
10	Leadership Journal (2 @ 5 points each)
20	Servant Leader Final Project
30	Discussion responses (2 points/week X 15 weeks)

# 5. COURSEWORK DESCRIPTIONS & COMMENTARY

## 5.1. Exams

I have a *strong* dislike for exams and will never allow them in one of my courses if I can help it. The way I see it, exams only teach us to memorize and regurgitate, which is useless when it comes to leading.

## 5.2. Quizzes

Quizzes are only diet exams, so I won't use them either.

### 5.3. Assignments/Course Schedule

#### **CASE STUDY RESPONSES**

In place of quizzes/exams, you'll have two case study responses, in which you'll apply your own blend of course-specific concepts to a real-life situation. After reading each case, you'll step into the role of the main character, identify the issue(s) present, and then articulate what you would do in that person's position. Leverage course material and any other applicable resources to develop your plan. PLEASE don't summarize the cases, as I've read them more times than I care to admit. Instead, begin each response by identifying the problem(s), followed by your strategy.

#### **LEADERSHIP JOURNAL**

A leadership journal is priceless for professional (and personal) development, as it assists with identifying behavioral patterns, documents valuable lessons, and sorts out your ideas and hunches. The journal for this course captures and records thoughts on material each week as you apply it to your experiences.

For example, when something clicks and you recognize ways that a discussion or reading connects to a prior or current work experience, current event, or anything else, use the journal to articulate how it applies. Compile entries into a single document and clearly separate/organize your thoughts by date.

I always recommend at least 2-3 substantial paragraphs per week to fully reflect on that week's material, but you can do this in video or audio format as well, if you're more at ease with speaking on the fly without having to write.

As with case studies, don't simply summarize the material. Focus on applying what you've learned to your own life situations, explore new thoughts arising from the material, or record your reactions, whether you agree or disagree. You'll submit a compilation of these entries at midterm and again around finals. Be sure to make backup copies because it really sucks to lose all that at the worst possible time!

#### **DISCUSSIONS**

It's an online course. We're all familiar with how discussion boards work, particularly the classic "Great post" or "I agree" responses, but this is not that course. I know that students dread those as much as faculty, so let's treat this course differently:

- **Initial response:** By **Wednesday**, post a response to the questions I provide and incorporate support where applicable. There are no word count or format requirements, as my goal is to host discussions with more of a conversational feel. That stated, initial posts need to have substance and points are earned based on sincerity and insight, both of which demonstrate mindful effort.
- **Synthesis response:** By **Sunday**, review peers' posts and note which ones catch your eye and make you read further. Perhaps you agree and they supplement your points OR maybe they challenge you to think differently. After identifying one or more of these, post your response to it in the separate discussion thread called **Synthesis Response** for that week that articulates how your peer's thoughts met with yours.
  - **NOTE:** Don't forget to give your peer a shout-out! Also, even if I don't require additional replies, anyone is encouraged to engage in further dialogue.
- **Discussion Scoring (based on 1 point per forum):**
  - 1 = Meaningful response with clear connections and support like course readings, outside resources, and/or references to peers' postings.

- 0.75 = Post lacked connections/original ideas, didn't add value to dialogue, or regurgitated the text without application to experience.
- 0.5 = Flagrantly meaningless and shallow posting (regardless of intent), needs a LOT more elaboration, connections to experience, or grounding in support.
- 0 = Nothing posted OR made zero sense, acted derogatory toward anyone in the course, or was clearly plagiarized

## FINAL PROJECT

For your final, you'll create a standalone multimedia project on a servant leader who you'll choose within the first two weeks from a list provided on Canvas (see announcements). After confirming your leader, begin researching independently: biographies, documentaries, and/or other forms. What you discover about that leader's leadership style will become the foundation for your discussions. As you research and discuss your leader in comparison to others', your insights will help produce the final project, which addresses all the following:

- *Background/Context*: Who was this person? What was their life like, and how did their conditions and struggles shape their leadership style?
- *Adversities*: Describe the setbacks and barriers this leader faced in detail as they fought for their cause. Where the challenges personal, social, organizational, environmental, or cultural? Be sure to explore all possible difficulties, but most importantly, explain how your chosen leader overcame barriers and used those struggles to temper and strengthen their leadership.
- *Summary of lessons*: Using your discussion posts, weave in the most important lessons to know from your leader's story. Then, wrap up with explaining what we can take away from their story in terms of servant leadership.

**Format:** This project may be in any creative format you would like. Here are some possibilities from past students:

- PowerPoint, Prezi, or other slide app, making a presentation of 15 or more slides. You can also narrate the presentation or let it stand alone.
- Produce a short video (maybe 3-5 minutes). **Pro-Tip:** It's easier to upload video to YouTube and submit your link, but if privacy is a concern, set the video to *Unlisted* which keeps it out of anyone's search results.
- Other creative formats:
  - Physical artwork (painting, sculpture, photography, etc.) with an accompanying artist statement that explains the connection.
  - Interpretive dance (yes, really, I've had students do this before and it was incredible)
  - Mime?
  - Original music or compilation of a playlist with accompanying statement
  - Poetry or lyrics

Reach out if you have other ideas and you're not certain if they'll work.

## 5.4. Smiley Professional Events (or Pro Events)

Several UWSP departments and programs, including the School of Business & Economics, sponsor **Smiley Professional Events** (or **Pro Events**).

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 an SBE 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.

Visit the Pro Events web site ([proevents.uwsp.edu](http://proevents.uwsp.edu)) for announcements of upcoming events. You can also follow us on social media. Facebook: [UWSP School of Business & Economics](#) Twitter: [@UWSPBusiness](#)

For this course, you must attend one official Pro Event, which must be completed by **March 18, 2022**. 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 30 points towards your final grade.

As we continue Pro Events during COVID, there will be a variety of ways to earn your credits:

- Attend virtual (Zoom) events in real time; receive attendance credit directly by signing in with your Point card.
- Watch recordings of past events; receive attendance credit after you submit report via Anderson Center Canvas page.
- Attend occasional live events on campus; receive attendance credit directly.
- Attend off-campus live events; take Events Attendance form and obtain signature.

Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email [proevents@uwsp.edu](mailto:proevents@uwsp.edu).

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. If you have not attended enough events to cover all of your requirements, your attendance will be allocated to your courses in alpha-numeric order followed by any other affiliations.

After the mid-semester cut-off and the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.

Hint: if you are having trouble finding events that fit your schedule, check out the "Create Your Own Event" option (<https://www.uwsp.edu/busecon/Pages/Events/create.aspx>). You can meet with an expert from Career Advising, Financial Coaching or Academic Coaching. During "Kickstart Your Career," there's the special "Lunch with a Leader" program that allows you to set up a lunch with a local business expert to learn more about their industry, company and profession. Normally, the Anderson Center pays the cost of lunch for SBE students and their guests; during this COVID era, the lunches will be "virtual" (Zoom).



## 6. SCHEDULE

### 6.1. Dates and Deadlines

The following course schedule is tentative and subject to change based on the rate this class progresses and/or factors beyond our control. After all, remember spring of 2020?

**\* Note: All assignments are to be submitted before 11:59PM of the day specified.**

Week	What to expect & What's due
1	Course overview, Introductions
2	Defining servant leadership
3	Characteristic 1: Listening
4	Characteristic 2: Empathy
5	Characteristic 3: Healing
6	Characteristic 4: Awareness
7	Characteristic 5: Persuasion
8	Characteristic 6: Conceptualization <b>Case Study 1 &amp; Journal 1 Due Sunday</b>
9	Characteristic 7: Foresight
10	Characteristic 8: Stewardship
11	Characteristic 9: Commitment to the Growth of People
12	Characteristic 10: Building Community
13	Invitational Leadership: Building Trust
14	Vulnerability: The birthplace of courage & creativity
15	Values Identification and Alignment <b>Case Study 2 &amp; Journal 2 Due Sunday</b>
Finals Week	<b>Motivational Presentations Due Monday</b> Review and discuss presentations by <b>Thursday</b> , before the end of day, using discussion guidelines.

## 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: <https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>

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 and Assistive Technology Center to complete an Accommodations

Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365, email [datctr@uwsp.edu](mailto:datctr@uwsp.edu) or visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

## **7.2. Inclusivity/Nondiscrimination Statement**

It is the responsibility of the instructor to present materials and activities that are respectful of diversity, such that students from all diverse backgrounds and perspectives be well-served by this course. 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: <http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

## **7.3. 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: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/22](https://docs.legis.wisconsin.gov/code/admin_code/uws/22)

## **7.4. 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 018 Albertson Hall. For more information, call 715-346-3568 or visit: <https://www.uwsp.edu/tlc/Pages/default.aspx>

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: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>

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: <http://www.uwsp.edu/counseling/Pages/default.aspx>

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.

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. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>

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: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>

### **7.5. 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: <http://www.uwsp.edu/rmgt/Pages/em/procedures>

### **7.6. 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: <https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities>

### **7.7. 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: <https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>

### **7.8. 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: [https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal\\_Procedures](https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures)

### **7.9. 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: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

### **7.10. 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: <https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx>

### **7.11. 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: <https://www.uwsp.edu/dos/Pages/student-conduct.aspx>.

### **7.12. 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: <https://www.wisconsin.edu/dle/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:

<https://www.uwsp.edu/infosecurity/Pages/default.aspx>.

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.

### **7.13. *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.

### **7.14. *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.

### **7.15. 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.