EDUCATION 362, SECTION 1
CLASSROOM MANAGEMENT TECHNIQUES AND STRATEGIES

Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Using this document

This document was developed using Styles for both navigation and Accessibility reasons. An easy way to navigate this document is to turn on the Navigation Pane. To turn on the Navigation Pane in Word, click View and check the box next to Navigation Pane, then click the heading of the section you wish to view to navigate directly to that section.

*You may have to download the document to the desktop Word App for this to function properly.

Course Information

Instructor Information

Instructor: Dr. Sydney Bueno
Office: CPS 442
Virtual Office Hours: You can make an appointment with me using the following link: ***http://meet-with-dr-bueno.appointlet.com***.

Office Telephone: 715-346-2354
E-mail: sbueno@uwsp.edu

Course Information

Course Description: This course is designed to prepare the future teacher with a background in management procedures associated with an applied behavior analysis approach to teaching. Strategies associated with both student-specific as well as classroom-level management issues will be covered. Students will practice collecting data and writing a functional behavior analysis and behavior intervention plan. Throughout the semester, pre-service teachers will be required to examine their own behavior and attitudes and the potential impact of these beliefs upon their students. Finally, pre-service teachers will become knowledgeable about regulations and ethical issues associated with responding to the challenging behavior exhibited by some students. **This course requires a 15-hour Pre-Clinical Experience in a classroom setting with children with exceptionalities.** Students are to complete a minimum of **15 hours** in a program that is supervised by a certified special education teacher in which programming/instruction related to IEP goals are being implemented for

students with exceptional educational needs. For example, the hours may be accrued in an inclusive classroom in which the special educator typically participates or in a special education pull-out setting.

<mark>The intent of this Pre-Clinical Experience is for you to observe classroom management in a live setting with real students. Your Pre-Clinical Experience will be written about in a **Reflection Paper**.</mark>

Credits: 3

Prerequisite: Admission to the Professional Education Program, and all of the following: EDUC 351, EDUC 356, EDUC 364, and EDUC 373; or Instructor Consent

Expected Instructor Response Times

- o I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
- o I will attempt to reply to and assess student discussion posts within 7 days of discussions closing.
- o I will attempt to grade written work within 14 days, however longer written assignments may take me longer to read and assess.

Communicate with your Instructor

* <mark>Email is the best way to reach me : sbueno@uwsp.edu</mark>

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

*Textbook & Course Materials (Bibliography)

Required Text: None
Recommended Texts & Other Readings: will be posted in Canvas

*Course Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Students will analyze research-based characteristics of student-centered classroom management emphasizing behavioral, social/emotional, physical, and academic components.

Connects to: *CEC Standard 2 - Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Wisconsin Teaching Standard #3: Learning Environments **-**The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

2. Students will examine characteristics of students with disabilities and students who exhibit at-risk behavior and the effects of these characteristics on learning and development.

   Connects to: *CEC Standard 1 - Learner Development and Individual Learner Differences.* Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

   Wisconsin Teaching Standard #1: Pupil Development **-** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

   Wisconsin Teaching Standard #2: Learning Differences **-** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

3. Students will create a basic classroom management plan using information gained through readings, activities, and their Practicum/Pre-clinical experience.

   Connects to: *CEC Standard 2 - Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Wisconsin Teaching Standard #3: Learning Environments **-**The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Students will develop skills in the functional behavioral assessment and behavior intervention process.

   Connects to: *CEC Standard 4: Assessment.* Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

   Wisconsin Teaching Standard #6: Assessment **-** *The* teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

5. Students will synthesize classroom learning with their Practicum/Pre-clinical experience in a written summative paper.

   Connects to: *CEC Standard 5 - Instructional Planning and Strategies.* Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

   Wisconsin Teaching Standard #7: Planning for Instruction **-** *The* teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

   Wisconsin Teaching Standard #8: Instructional Strategies **-** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Students will be able to answer the following Essential Questions surrounding Classroom Management and Behavior:

1. What do I believe about behavior, classroom management, and children's ability to control their behavior? How does that align with research?
2. How can I create a classroom environment, including a behavior plan, that provides safety and support and is conducive to learning for all students?
3. What evidence based practices and strategies can I use to support students who are at-risk or have disabilities that affect behavior?

Course Structure

*Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. *I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.*

In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. It is expected that you come to class prepared - you've completed the reading/assignment for the day, and taken notes to remind yourself of the salient points of the reading when necessary.

If you need to miss class due to COVID-19 exposure or an illness - please email me two hours prior to class and I will provide a zoom link for you to attend class. Points for in-class activities that cannot be completed on zoom will need separate arrangement with me. Please use this accommodation as needed, but do not abuse it. It is expected that you are doing your best to limit your exposure.

Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account**. Use your own judgment and always remember your safety comes first. If you cannot make it to class due to weather, you can email me two hours prior to class for a zoom link.**

If you need to miss class for any reason and you want to make-up the points, please contact me at least two hours BEFORE the absence and we will arrange a make-up assignment. Please use this accommodation as needed, but do not abuse it. It is expected that your priority is to attend classes in person.

If there is an emergency and you cannot notify me of your absence ahead of time, please let me know as soon as possible and we will make arrangements to cover the information you missed. Please use this accommodation as needed, but do not abuse it. It is expected that an emergency can happen, but they do not happen often.

Partial class attendance will result in partial participation points. It is expected that your priority is to attend classes in person.

Absences without prior notification will result in zero participation/activity points without opportunity for make-up.

Additionally, follow the link to review attendance guidelines as outlined by the UWSP registrar.

*Quality Participation

As in all university courses, attendance and participation are important measures of student success. In this course, your participation is recorded as a grade that will be factored into your final point value. Class participation is a very important part of the learning process in this course. I encourage you to be active in every class session. This participation grade serves as a way to credit you with the effort and work you are putting into the class in and out of the classroom. However, I understand that we all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, and completing in-class activities. If you are fully engaged in at least two of those three activities, you will earn full points. If you are not participating at any of those levels you will not earn points.

*Artificial Intelligence (AI) Policy

Since writing, analytical and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. The recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing discipline-specific writing skills. Given that AI technology is still in its infancy and my goal is for you to develop your skills in writing lesson plans that meet the specific needs of students with IEPs, the unauthorized use of ChatGPT or other AI writing tools is not permitted in this course.

*Basic Needs Policy

Your safety and well-being are important, and even though I ask you to make this course and your learning a priority, I understand when there are times that you cannot. Anyone can find themselves facing mental health, financial, or safety issues at any time. If you experience obstacles this semester that prevent your attendance or learning, feel free to reach out to me if you are comfortable. I will provide the support and resources that I can. If you experience issues with food, housing, or personal safety, I urge you to contact the Office of the Dean of Students for support.
https://www.uwsp.edu/dos/Pages/virtual-dos.aspx

*Topic Outline/Schedule

Important Note: Refer to the Canvas course **HOME** page for pertinent information. Activity and assignment details will be explained in detail within

each week's corresponding Module. If you have any questions, please contact your instructor.

Date	Topic	Before Class Activities (you do)	In Class Activities (We do)	After Class activities Due Date
January 22				
January 24	Syllabus Class norms	Nothing	• Review Syllabus • Create class norms	
January 28				
January 29	Getting to know you. Creating Community	Bring 3-5 things that bring you JOY	• Getting to know you	
January 31	What is discipline? What is behavior?	Read Greene (2008) **and https://www.understood.org/en/articles/understanding-behavior-as-communication-a-teachers-guide**	• What behaviors do we encounter? • What is your role?	*Work on Classroom Management Plan – Statement of Purpose
February 4				
February 5	What is your management style? Classroom Management Philosophy? Collaborating with Families	Nothing	Discuss different management styles and how the teacher affects student behavior.	*work on Classroom Management Plan – family collaboration
February 7	Theoretical Models to Explain challenging behavior	Reading in Canvas (Ch. 2	How do we think about behavior and how culture	*Work on Classroom Management Plan –

		Schuermann) AND IRIS	Cultural Influences on Behavior (vanderbilt.edu)	influences behavior	Relationship and Culture Strategies
February 11				**Classroom Management Philosophy Due**
February 12	Positive Behavior Interventions and Supports (PBIS)	Read "What is PBIS – Tier 3 interventions" https://www.pbis.org/pbis/what-is-pbis	Discuss PBIS and the difference between Tier 1, 2, and 3 interventions.	*Work on Classroom Management Plan – Positive and Negative Consequences
February14	Legal Issues	Nothing	discuss legal scenarios	
February 18				
February 19	Creating a Proactive Plan **Classroom Norms and Expectations**	Read IRIS center STAR sheets	Case Study Discussion What are your Classroom Norms?	*Work on Classroom Management Plan – Classroom Behavior Expectations
February 21	Creating a Proactive Plan **Procedures, Procedures, Procedures**	Brainstorm 5 procedures you will need for your classroom and the steps needed to complete them.	Class Discussion	*Work on Classroom Management Plan – Classroom Procedures
February 25				Procedure

				Lesson plan **Due**
February 26	**Acting out Cycle Part 1** IRIS Module Choose level of your choice – Elementary or Secondary			Acting out Cycle Assessment Questions **DUE**
February 28	Creating a Proactive Plan **Effective Classrooms**	Reading in Canvas (Ch. 5 Schuermann)		*Work on Classroom Management Plan – Relationship and Culture Strategies
March 3				
March 4	Creating a Proactive Plan **High Quality Instruction**	Assigned reading in Canvas (groups)	Opportunities to Respond Choice Making Engagement Consistency and Boundaries Relationship Mapping	*Work on Classroom Management Plan – Positive and Negative Consequences And Relationship and Culture Strategies And Preventative Strategies
March 6	Assessment and Monitoring **Behavior Assessment**	Reading in Canvas (Chapter 1 and 2 Turner)	Defining Behavior	
March 10				
March 11	Assessment and Monitoring **Functional Behavior Assessment**	Reading in Canvas (Chapter 3 and 4 Turner)	Discussion	

March 13	**Acting out Cycle Part 2** IRIS Module Choose level of your choice – Elementary or Secondary			Acting out Cycle Assessment Questions **DUE**
SPRING BREAK March 16 - 24				Extra Credit: Mid-term CMP check in
March 25	Assessment and Monitoring **Data Collection/Assessment**	Reading in Canvas (Chapter 5 and 6 Turner)	Collecting Data	
March 27	Assessment and Monitoring **Collecting Behavior Data**	Reading in Canvas (Chapter 7 Turner)	Collecting Data	
March 31				
April 1	Assessment and Monitoring **What is the Function?**	Reading in Canvas (Chapter 9 Turner)	Determining Function Discussion	
April 3	Assessment and Monitoring **Selecting Interventions**	Reading in Canvas (Chapter 11 Turner)		
April 7				
April 8	Assessment and Monitoring **Writing the FBA**			
April 10	Assessment and Monitoring **Writing the FBA/BIP**			
April 14				
April 16	Assessment and Monitoring **Writing the BIP**			
April 17	**Finish FBA/BIP**			

				FBA/BIP **DUE**
April 21				
April 22	Targeted Interventions and Supports **Social Skills/SEL**	Reading in Canvas (Ch. 9 Schuermann)		*Work on Classroom Management Plan – Social Skills/SEL strategies
April 24	Targeted Interventions and Supports **Reinforcements**	Reading in Canvas (Ch. 10 Schuermann)		*Work on Classroom Management Plan – Positive and Negative Consequences
April 28				**Classroom Management Plan DUE: at 11:59 pm**
April 29	Targeted Interventions and Supports **Reinforcement Applications**	Reading in Canvas (Ch. 11 Schuermann)		*Work on Classroom Management Plan – Positive and Negative Consequences
May 1	Targeted Interventions and Supports **Behavior Reductive Strategies**	Reading in Canvas (Ch. 12 Schuermann)		
May 5				
May 6	Seclusion and Restraint	Reading in Canvas (Ch. 18 Otten and Tuttle) and https://dpi.wi.gov/sites/default/files/imce/sped/pd		

		f/secrest-faq.pdf		
May 8	Applying what we learned		Final case study Bring laptop/something to write with	
May 12				
May 13 - 17			Finals week	**Practicum Hours log/Evaluation/Reflection DUE at 11:59 pm on 5/13**

Student Expectations

In this course you will be expected to complete the following types of tasks.
- communicate via email with the professor
- attend class regularly
- come to class prepared
- participate in class activities
- turn in assignments on time
- ask questions and engage
- support classmates
- complete practicum hours
- reflect on yours and others practice

Technology

Canvas Support

UWSP contracts with Canvas for 24/7/365 support. Several support options are available to users.
Click on the help button (question mark) in the global navigation menu on the left side of the screen and select the support option that best meets your needs.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

Self-train on Canvas through the Self-enrolling/paced Canvas training course

Course Technology Requirements

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. **Unless we are using cell phones for a class activity, please turn off your phone during class;** I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. 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. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. 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.

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

Technology Support

- Participate in the Tech Essentials for Student Success (TESS) program.
- Seek assistance from the IT Service Desk (Formerly HELP Desk)
  - o IT Service Desk Phone: 715-346-4357 (HELP)
  - o IT Service Desk Email: techhelp@uwsp.edu

Grading Policies

Graded Course Activities

Click the **Grades** link in Canvas to access the gradebook and view feedback from your instructor. Click the **Syllabus** link to see a chronological listing of assignments. Overall assignments and accompanying points are listed below:

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Data Collection/FBA/BIP	Students will collect data on a real or case study student and then create a functional behavior analysis and behavior intervention plan to support the student's learning.	**30**/8%	1, 2, 4, 5
IRIS Modules	Students will complete two IRIS modules	**40**/11%	1, 2, 3, 4, 5
Classroom Management Plan *Need 80% or higher for student teaching	Students will create a beginning Classroom Management Plan including Philosophy, culture and layout, rules, procedure lesson plan, reinforcements/consequences, and strategies.	**100**/27%	1,2, 3, 5
Pre-Clinical Experience Reflection Paper and Pre-Clinical Experience hours/evaluation *need to successfully pass course	Students will write a summative reflection paper in which they synthesize classroom learning with their Pre-Clinical Experience	**65**/18%	1, 2,5
Final Project	Students will apply what they've learned in class to a case study	**35/9%**	1, 2, 3, 4, 5
Attendance/ Participation	Attend class regularly and be on time. Students will earn participation points for in-class activities. With prior arrangements, these points can be made up.	**120**/27%	1, 2, 3, 4, 5
Total points	*I will preview assignments ahead of time with prior arrangements OR to allow you to resubmit assignments on a case-by-case basis	**390**/100%	

Late Work Policy

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. <mark>Under **extreme circumstances (i.e an emergency)**, an assignment can be turned in late for full credit **if the student has obtained permission from me** and the assignment is turned in on the agreed upon due date.</mark>

To prepare you for the realities of teaching, IEP compliance, reporting periods, etc, **I will not accept an assignment after the due date if the circumstances are 1) not extreme or 2) not agreed upon ahead of time.**

*Letter Grade Assignment

Include an explanation between the relationship of points earned and final letter grade. An example grade scale is shown below. Faculty and instructors can set grade scales to best meet their course requirements.

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	96-100%
A-	90-95.99%
B+	87-89.99%
B	84-86.99%
B-	80-83.99%
C+	77-79.99%
C	74-76.99%
C-	70-73.99%
D+	67-69.99%
D	64-66.99%
D-	60- 63.99%
F	Below 60%

Student Support Resources

Academic and Career Advising Center (ACAC)

209 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481

715-346-3226
acac@uwsp.edu

Counseling Center

Delzell Hall
910 Fremont Street
Stevens Point, WI 54481
715-346-3553
counsel@uwsp.edu

Mental Health Resources for Students

Mantra Health
Teletherapy & Telepsychiatry

- Diverse therapists
- After-hours availability
- Medication evaluations & prescriptions

You@UWSP
Self-help & Well-being Platform

Didi Hirsch Mental Health Services
24/7 Mental Health Support:

- Call or text: 888-531-2142
- Start a chat session
- Crisis care available

Dean of Students Office

2100 Main Street
Old Main, Room 212
Stevens Point, WI 54481-3897
Phone: 715-346-2611
DOS@uwsp.edu

***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.

Student Health Service

Delzell Hall
910 Fremont St
Stevens Point, WI 54481
715-346-4646

Tutoring-Learning Centers

Stevens Point Campus Tutoring-Learning Center

234 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3568
tlctutor@uwsp.edu

Marshfield Campus Tutoring-Learning Center

Library
2000 W. 5th Street
Marshfield, WI 54449
715-898-6036
roleary@uwsp.edu

Wausau Campus Tutoring-Learning Center

Library
518 S. 7th Ave
Wausau, WI 54401
715-261-6148
lorandal@uwsp.edu

Additional UWSP Policies

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences

due to being deployed for active duty, please refer to the [Military Call-Up](#) [Instructions for Students](#).

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. 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 who violate these standards must be confronted and must accept the consequences of their actions.
UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
     (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
     (b) Uses unauthorized materials or fabricated data in any academic exercise;
     (c) Forges or falsifies academic documents or records;
   (d) Intentionally impedes or damages the academic work of others;
     (e) Engages in conduct aimed at making false representation of a student's academic performance; or
     (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security](#)

[Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality

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.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders

to victim.

- In the event of **a tornado warning**, **proceed to the lowest level interior room** without window exposure at <mark>[list primary location for shelter closest to classroom,]</mark>.   See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

- In the event of **a fire alarm**, **evacuate the building** in a calm manner. Meet at <mark>[state logical location to meet 200 yards away from building]</mark>. Notify instructor or emergency response personnel of any missing individuals.

- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

- See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point."

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings 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.

Inclusivity Statement

(Examples found here. Sample below from Lynn Hernandez, Brown University)

It is my intent that students from all 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 to this class be viewed as a resource, strength and benefit. 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, please visit the Dean of Students – Bias/Hate Incident Reporting website. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.

- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

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.

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.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.