

# **EDUC 740 Reading Teacher Portfolio Syllabus**

University of Wisconsin–Stevens Point

Fall 2021

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## **INSTRUCTOR INFORMATION**

- **Instructor:** Amanda Wysocki
- **Office Hours:** By Appointment–Virtual (Zoom, Google Meet, FaceTime, etc)
- **Cell Phone Number:** 608–577–2003
  - If I am unable to answer please leave a voicemail or send me a text so that I am able to return your call
- **Email:** [amwysock@uwsp.edu](mailto:amwysock@uwsp.edu) OR [awysocki@mosineeschools.org](mailto:awysocki@mosineeschools.org)

## **COURSE DESCRIPTION**

This one credit reading teacher portfolio course supports teachers as they begin the process of [building an online reading teacher portfolio](#) to showcase coursework (course artifacts) and teaching experiences (non–course artifacts) for the 316 or 17 reading licenses.

Students choose the type of website builder they are most comfortable using. Some options include Google Sites, Wix, and Weebly.

In this course, students create three artifacts from course assignments, pulled from EDUC 741 and other previous reading courses, AND design a portfolio map for easy and predictable navigation of content (i. e., includes standards, specific tabs, introduction page, etc.). The Wisconsin Teaching Standards and ILA Standards for Reading Professionals frame the content of course artifacts.

Your last artifact due, the literacy narrative, is from EDUC 741 Improvement in Reading. Introductions and reflections must accompany all artifacts. Again, this course supports the “start-up” of course and non–course artifacts not the completion of it. The reading portfolio artifact rubric (p. 8) is used to assess each artifact and your final comprehensive portfolio that you send to reading faculty (assures DPI that portfolio has successfully been completed).

## **COURSE REQUIREMENTS**

- Understand the [difference between an assignment and artifact](#)
- Preview the Reading [Portfolio Artifact Rubric](#) (p. 8); know that it aligns with the rubric that the reading coordinator also utilizes to assess your comprehensive online portfolio.
- Read, review, and become familiar with Canvas content material related to portfolio development – especially the sample online portfolios located in the content area
- Design a unique yet easy-to-follow portfolio map which “maps” out an introduction, subject tabs (e.g., teacher as leader), standards correlation page, and so forth.
- Create a minimum of 3 artifacts – each with an introduction, solid content, reflection, teaching standards, and supporting evidence (e.g., visuals, documents, links, handouts, etc.)
- Design artifacts that are appealing to the person viewing the portfolio
- Respond to 2 peer submissions a week, provide brief yet specific feedback; post your artifacts for peer feedback in a timely manner.

## **COURSE EXPECTATIONS**

The course assignments and expectations are designed to help you begin the process of creating a reading teacher portfolio. Therefore, students in this course will:

- Submit ALL assignments by the posted due dates (see p. 3-7)
- Use proper spelling, punctuation and grammar. Proofread work before submitting.
- Participate in the Discussion Area in a professional manner (see p. 7) and email the instructor if late for posting or peer feedback. Active participation in class is an important part of the learning process.
- Understand that failure to comply with the above expectations will result in deduction of points beyond those of the 10 participation points EDUC 740

## **ARTIFACT & DISCUSSION TIMELINE REQUIREMENTS**

Artifacts must be submitted in the Discussion Area by the due date. Peers will have until Wednesday to respond – Peer feedback. You will then have time to edit/revise for the final submission – upload or provide a link in the assignment area.

### **Timeline Overview**

	<b>Discussion Post Due Date</b>	<b>Peer Feedback Replies (Respond to 2 peers)</b>	<b>Upload Link to Assignment Area Due Date</b>	<b>Points</b>
<b>Introduction Post (Module 1)</b>	Sunday, September 12	Wednesday, September 15	-----	3
<b>Portfolio Set-Up/Outline (Module 2)</b>	-----	-----	Sunday, October 3	9
<b>Artifact #1 (Module 3)</b>	Sunday, October 17	Wednesday, October 20	Sunday, October 22	25
<b>Artifact #2 (Module 4)</b>	Sunday, October 31	Wednesday, November 3	Sunday, November 7	25
<b>Artifact #3 (Module 5)</b>	Sunday, November 21	Wednesday, November 24	Sunday, November 28	25
<b>Portfolio Map &amp; Standards Matrix (Module 6)</b>	Throughout the Course	Throughout the Course	Wednesday, December 1	25
				<b>112</b>

# Detailed Timeline

## Module 1

Background Information & Introductions

### Watch/Read the Following Items:

- [Introduction Video](#)
- Read-The Difference Between Assignments and Artifacts Document
- Look through the Course Artifacts Examples
- Look through the Non-course Artifacts Examples
- Look through the Reading Portfolio Website Examples

### Complete the Following Items:

- Introduction Discussion Post-**Due Sunday, September 12, 2021**
- Respond to Two Discussion Posts-**Due Wednesday, September 15, 2021**

## Module 2

Portfolio Set Up

**Due Sunday, October 3, 2021**

### Watch/Read the Following Items:

- [Creating Website Portfolio Video](#)-This video will walk you through all the steps you need to complete below.
- Look through the [Setting Up Your Reading Portfolio Document](#)

### Complete the Following Items:

- Determine what website builder you would like to use and create your website.
- Create the following pages/tabs within your website:
  - Introduction/About Me Page
  - Standards
  - Teacher as a Learner
  - Teacher as a Leader
  - Teacher as a Practitioner
  - Teacher in the Community
  - Portfolio Map
- Create sub pages for the Wisconsin Teacher Standards and International Literacy Association Standards and include the standards on those pages.
- Complete your Introduction/About Me Page (should include a picture)
- When finished, submit your website link to the assignments page in Canvas.-**Due Sunday, October 3, 2021**

## Module 3

Artifact #1-Course Related

### Look at the Following Items:

- Look through the Course Artifacts Examples
- Look through the Reading Portfolio Website Examples
- Look at the [Artifact Rubric](#)
- [Adding Buttons/Links to Wix Website Video](#)
- Look at the Directions for Sharing a Google Link

### Complete the Following Items:

- Create your course related artifact in your online portfolio. Make sure to include:
  - Introduction
  - Standards (Wisconsin Teacher Standards & International Literacy Association Standards). Make sure you have a link back to your standards page as well.
  - Reflection
  - Make sure to include the item you are discussing (can link the item-make sure people are able to access it if it is a Google Link)
- Post the link that takes us straight to your artifact page to the Artifact #1 Discussion Area. **Due Sunday, October 17, 2021**
- Respond to two peers with specific feedback about their artifact. **Due Wednesday, October 20, 2021**
- Make edits to your artifact based on any feedback you receive and post your artifact link to the assignment area in Canvas. **Due Sunday, October 24, 2021**

**\*It might be a good idea to update your portfolio map and standards matrix as you go so you don't have to at the end.**

## Module 4

Artifact #2- Non-course Related

### Look at the Following Items:

- Look through the Non-Course Artifacts Examples
- Look through the Reading Portfolio Website Examples
- Look at the [Artifact Rubric](#)
- Look at the Directions for Sharing a Google Link

### Complete the Following Items:

- Create your non-course related artifact in your online portfolio. Make sure to include:
  - Introduction
  - Standards (Wisconsin Teacher Standards & International Literacy Association Standards). Make sure you have a link back to your standards page as well.
  - Reflection

- Make sure to include the item you are discussing (can link the item-make sure people are able to access it if it is a Google Link)
- Post the link that takes us straight to your artifact page to the Artifact #2 Discussion Area. **Due Sunday, October 31, 2021**
- Respond to two peers with specific feedback about their artifact. **Due Wednesday, November 3, 2021**
- Make edits to your artifact based on any feedback you receive and post your artifact link to the assignment area in Canvas. **Due Sunday, November 7, 2021**

**\*It might be a good idea to update your portfolio map and standards matrix as you go so you don't have to at the end.**

## Module 5

### Artifact #3-Philosophy of Literacy

#### Look at the Following Items:

- Look through the Reading Portfolio Website Examples to look at the Philosophy of Literacy Statements
- Look at the [Artifact Rubric](#)
- Look at the Directions for Sharing a Google Link

#### Complete the Following Items:

- Create your philosophy of literacy artifact in your online portfolio. Make sure to include:
  - Introduction
  - Standards (Wisconsin Teacher Standards & International Literacy Association Standards). Make sure you have a link back to your standards page as well.
  - Reflection
  - Make sure to include the item you are discussing (can link the item-make sure people are able to access it if it is a Google Link)
- Post the link that takes us straight to your artifact page to the Artifact #3 Discussion Area. **Due Sunday, November 21, 2021**
- Respond to two peers with specific feedback about their artifact. **Due Wednesday, November 24, 2021**
- Make edits to your artifact based on any feedback you receive and post your artifact link to the assignment area in Canvas. **Due Sunday, November 28, 2021**

**\*It might be a good idea to update your portfolio map and standards matrix as you go so you don't have to at the end.**

## Module 6

### Portfolio Map/Standards Matrix

#### Look at the Following Items:

- Look through the Reading Portfolio Website Examples to look at ways others have set up their portfolio maps.
- Make a copy of this [document](#) for your standards matrix. This will make it easier for UWSP to review your portfolio when you hand it in. This is something you will continue to add to as you work on your portfolio. Put this as a sub page of your standards section of your portfolio. Here is an [example](#). (If putting a screenshot, make sure to have a button that can be clicked to open the actual document as well)

#### Complete the Following Items:

- Complete your portfolio map and standards matrix. Submit the link to your portfolio **Due Wednesday, December 1, 2021**

### PEER FEEDBACK

Please provide specific feedback for responding to peers' papers. YOU ARE REQUIRED TO RESPOND TO 2 PEERS IN EACH DISCUSSION. Constructive comments matter and should add to the improvement of final submissions. Comments vary, and include content and visual aspects.

# ARTIFACT RUBRIC

The course instructor uses the following rubric to assess your 3 artifacts and portfolio map. It is slightly modified to fit the tasks of this course but is similar to the one the reading faculty uses to assess your comprehensive reading portfolio (once you've completed all your coursework).

## 316 READING PORTFOLIO "ARTIFACT" RUBRIC

-----/25 Points

Criteria	5 Exceptional	3 Acceptable	1 Unacceptable/Incomplete
<b>Introduction, Reflection &amp; Projection</b>	<ul style="list-style-type: none"> <li>Rich artifact accompanied by articulate introduction</li> <li>Reflection illustrates a developed ability to self-critique</li> <li>Abundant evidence of learning &amp; application to future growth as a literacy teacher</li> </ul>	<ul style="list-style-type: none"> <li>Accurate explanation of artifacts with adequate introduction</li> <li>Reflection reveals ability to self-critique</li> <li>Acceptable amount of evidence of learning &amp; application to future growth as a literacy teacher</li> </ul>	<ul style="list-style-type: none"> <li>Introduction lacks explanation of artifact</li> <li>Reflection illustrates little depth of thought</li> <li>Little or no evidence of learning &amp; application to future growth as a literacy teacher.</li> </ul>
<b>Quality of Artifacts</b>	<ul style="list-style-type: none"> <li>High quality artifact and work samples drawn from literacy program coursework/experience</li> <li>Creativity provides complete and rounded picture of candidate's strengths &amp; personality</li> <li>Attention to audience</li> <li>Interesting and relevant</li> <li>Polished with no editing errors</li> </ul>	<ul style="list-style-type: none"> <li>Selection of artifact acceptable and work sample draws from literacy program coursework/experience</li> <li>Satisfactory picture of candidate's strength &amp; personality revealed</li> <li>Some attention to audience</li> <li>Relevant artifact of good quality</li> <li>Some editing errors</li> </ul>	<ul style="list-style-type: none"> <li>Artifact does not draw from coursework/experience</li> <li>Inadequate picture of candidate's strengths &amp; personality</li> <li>Little attention to audience</li> <li>Irrelevant artifact of poor or questionable quality</li> <li>Many editing errors</li> </ul>
<b>Attention to Performance Task, Evidence of Learning/ Doing &amp; Standards</b>	<ul style="list-style-type: none"> <li>Artifact relates to performance task (coursework) for 316 license.</li> <li>Provides self-initiated evidence of learning &amp; doing through Teacher as Learner, Leader, Practitioner, and in Community</li> <li>WTS &amp; IRA Standards for Reading Professionals included and relate to artifact</li> </ul>	<ul style="list-style-type: none"> <li>Artifact related to performance tasks (coursework) for 316 license</li> <li>Some self-initiated evidence of Teacher as Learner, Leader, Practitioner, and in Community</li> <li>Standards included but some may not relate to artifact</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts unrelated to Performance Tasks and/or experience</li> <li>Few or no self-initiated pieces and evidence relating to learning &amp; doing</li> <li>Standards not included or not related</li> </ul>
<b>Overall Artifact Design</b>	<ul style="list-style-type: none"> <li>Well organized</li> <li>Creative, polished with professional appearance</li> <li>Variety and balance of media, photos &amp; text</li> <li>Descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>Adequate organization</li> <li>Some evidence of creativity &amp; professional appearance</li> <li>General balance of media, photos &amp; text</li> <li>Some descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>Basic organizational structure &amp; confusing to follow</li> <li>Lacks creativity &amp; professional appearance</li> <li>Little to no media, imbalance between photos &amp; text</li> <li>Little or no descriptive details</li> </ul>
<b>Due Dates Recognized &amp; Quality Peer Responses</b>	<ul style="list-style-type: none"> <li>Assignment dropped on time</li> <li>Peer response helpful and thought-provoking</li> </ul>	<ul style="list-style-type: none"> <li>Assignment 1 day late</li> <li>Response was acceptable</li> </ul>	<ul style="list-style-type: none"> <li>Assignment was dropped late with no explanation</li> <li>Limited response</li> </ul>



## **GRADING**

94% – 100% = A

77 – 79% = C+

67 – 69% = D+

90 – 93% = A-

74 – 76% = C

64 – 66% = D

87 – 89% = B+

70 – 73% = C-

60 – 63% = D-

84 – 86% = B

< 60% = F

80 – 83% = B-

## **LATE WORK**

I expect you to honor your responsibilities, including making punctual online posts and turning in assignments by the due date. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with assignments. In general, the best policy is to contact me if you need flexibility with due dates.

## **TECHNOLOGY**

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.

## **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.

## **INCLUSIVITY STATEMENT**

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 using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning.

## **ATTENDANCE**

This class is completed online. You will be required to engage in online collaborative discussion boards. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class. The relationship between engagement (presence/virtual attendance) and achievement in education has been extensively documented in peer-reviewed research.

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts." If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu](mailto:DOS@uwsp.edu).
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

## **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](#).

## **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.

## **EQUAL ACCESS FOR STUDENTS WITH DISABILITIES**

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. Phone: 346-3365 or Room 609 Albertson Hall.*

## **HELP RESOURCES**

<b>Tutoring</b>	<b>Advising</b>	<b>Safety and General Support</b>	<b>Health</b>
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students

### **UWSP Service Desk (1<sup>st</sup> Floor, Albertson Hall)**

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 this [link for more information](#).

### **Care Team**

The University of Wisconsin–Stevens Point is committed to the safety and success of all 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 your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## **ACADEMIC HONESTY**

Academic Integrity is an expectation of each UW–Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*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.

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 the [University System Administrative Code, Chapter 14](#).

## **OTHER CAMPUS POLICIES**

### **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.

### **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 [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

## **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 1<sup>st</sup> 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.

## **Drug Free School 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](#)

## **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](#).