Education 756: Special Education Assessment Spring 2023 Syllabus

Important Note: This syllabus, along with course assignments and due dates, is 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 and/or through email.

Course Information

Instructor Information

Instructor: Rosemary Francsis
Office: CPS 439
Phone Number: (715) 346-2040 (SOE Academic and Career Advising Office – call and leave message)
Email Address: rfrancsi@uwsp.edu
Office Hours: by appointment - email me to set up a meeting
https://wisconsin-edu.zoom.us/j/6549555155?pwd=V2p3cW9yU29haWpYcVZhclpNNWpmdz09
Meeting ID: 654 955 5155
Passcode: FRANCSIS

Course Description

Course Description: The evaluation process for special education as required by state and federal special education law. Steps in the evaluation process are investigated and applied in a practical setting.
Credits: 3
Prerequisite: Admission to Professional Education Program

Standards Addressed in this Course

The objectives of this course follow the
  o Wisconsin Administrative Code for Teacher Education Program Approval and Licensing
  o Council for Exceptional Children Initial Teacher Preparation Standard
as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment.

Wisconsin Administrative Code for Teacher Education Program Approval and Licensing	Signature Embedded Assessment

PI.34.002(7) Children with disabilities. Procedures used for identifying, assessing, and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications.	• Specialist's Report *must earn 80% overall score on report to pass the course
Council for Exceptional Children Initial Teacher Preparation Standards	**Signature Embedded Assessment**
CEC Standard 1 - Learner Development and Individual Learning 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.	• Specialist's Report *must earn 80% overall score on report to pass the course
CEC Standard 4 - Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	• Specialist's Report *must earn 80% overall score on report to pass the course

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 72 hours of discussions closing.
- o I will attempt to grade written work within 7 days; however, some assignments may take longer to read and assess.

Communicate with your Instructor

You can reach me via:

- • Email is the quickest way to reach me at: rfrancsi@uwsp.edu
- • I am also available to meet via Zoom.

Office Hours: Individual meetings can be arranged through an email request.

Communicate Clearly: Faculty receive many emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

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

Required Text:
Overton, T. (2016). *Assessing learners with special needs: An applied approach*. Boston, MA: Pearson Publishing. (8th edition) (available through UWSP text rental at no charge other than mailing fees)

Supplemental textbook: Mather, N., & Wendling, B. J. (2015). *Essentials of WJ IV tests of achievement*. John Wiley & Sons. This is a supplemental text that will guide you in administration and scoring of the WJ IV Tests of Achievement. (available through UWSP text rental at no charge other than mailing fees)

Course Learning Outcomes (CLOs)

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience. If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in the following outcomes:

- Demonstrate knowledge of the legal regulations and ethics related to individual assessment in special education. (CLO 1)
- Discuss the issues and concerns related to the assessment of culturally/linguistically diverse students being considered for special education eligibility. (CLO 2)
- Using knowledge of assessment terminology, distinguish between the various types of assessments and tests, their administration and uses for assessment for special education. (CLO 3)
- Determine appropriate assessment procedures and tools for specific educational situations related to assessment for special education. (CLO 4)
- Administer, score and interpret tests commonly used in special education. (CLO 5)
- Write assessment reports for evaluation IEP team meetings that address student's current functioning in educational environments and information from administered standardized, norm-referenced assessments. (CLO 6)

You will meet the outcomes listed above through a combination of the following activities in this course:

- Complete required readings including slide decks

- Watch recorded lectures
- Collaborate with peers
- Submit all assignments

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Attendance

This course is fully online with no synchronous (live) whole class meetings. During the course there will be one required small group peer meeting and two Zooms required with the instructor. In those cases you may need to arrange live, synchronous zooms with a few peers or schedule a Zoom with the instructor.

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. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

- **Module 1 (Week 1): Introduction for Assessment for Special Education**
    - ° Assessment is an integral part of education. Different types of assessments serve very different needs. During instruction, educators use informal formative assessments to determine which learners are acquiring lesson objectives and which may need further practice and/or reteaching. In contrast, high stakes assessments (such as state/federally-mandated proficiency exams administered to all students in specified grades) provide information to evaluate a school or district's overall instructional effectiveness and plan for future focus. In this module you will get an overview of models of assessment, different types of assessment, some legal requirements of assessment for students who may be eligible for special education services and considerations for an individual assessment plan.

- **Module 2 (Week 2): SPED Regulations, Laws and Ethics**
    - ° The laws governing special education in public education have been evolving since the 1970's. Many of the requirements/expectations put into place with the first federal legislation - P.L. 94-142 - continue to this day through the mandates of the Individuals with Disabilities Education Act 2004. This module acquaints you with federal and Wisconsin laws and regulations that govern special

education assessment, including IDEA 2004. Current issues/concerns are explored concerning assessment of children with a possible disability - including those who are culturally/linguistically/socioeconomically diverse.

- **Module 3 (Week 3): Norm-Referenced Assessments, Descriptive Statistics and Reliability & Validity**
  - ° Special education assessment often includes the use of standardized, norm-referenced assessments. In this module you will learn and apply relevant vocabulary for the areas of normative assessment, descriptive statistics and reliability & validity. You will learn the significance of adhering to norm-referenced test administration guidelines while developing strategies to establish rapport with students for optimal assessment outcomes.

- **Module 4 (Week 4): Part 1 Administering the Woodcock-Johnson IV Tests Of Achievement**
  - ° One role of a special education teacher is to evaluate students who are being considered for possible exceptional educational needs. Those evaluations often include the use of standardized, norm-referenced individual assessments. Therefore, special education teachers must understand the purpose of such tests, their administration procedures and how to interpret the results. Then the special educator must put student skill information into understandable language to share with initial evaluation IEP teams - which have the group task of determining if the student is eligible for special education services and requires such services in order to continue making adequate progress toward grade level goals. In this course, you will develop those administration and interpretation skills by learning to administer, score and interpret the most-used standardized, norm-referenced individual achievement test - the Woodcock-Johnson IV Tests of Achievement.

- **Module 5 (Week 5): Part 2 Administering the Woodcock-Johnson IV Tests Of Achievement**
  - ° One role of a special education teacher is to evaluate students who are being considered for possible exceptional educational needs. Those evaluations often include the use of standardized, norm-referenced individual assessments. Therefore, special education teachers must understand the purpose of such tests, their administration procedures and how to interpret the results. Then the special educator must put student skill information into understandable language to share with initial evaluation IEP teams - which have the group task of determining if the student is eligible for special education services and requires such services in order to continue making adequate progress toward grade level goals. In this course, you will develop those administration and interpretation skills by learning to administer, score and interpret the most-used

standardized, norm-referenced individual achievement test - the Woodcock-Johnson IV Tests of Achievement.

- **Module 6 (Week 6): Writing Professional Reports in Special Education**
   - ° Writing professional reports is a regular task for special educators. Those reports might be shared with evaluation and annual IEP teams, the student, parents/guardians and other professionals who work with the student.   Such reports often become part of a student's permanent cumulative records. Given these facts, it is crucial that reports you write are factual, supported by concrete evidence and understandable to those who are not accustomed to the jargon of special education. Reports should be well-written with good flow, free of spelling and grammar errors, and use vocabulary that is approachable. In this module you will read about Do's and Don'ts of writing reports. You will also be immersed in activities that develop your ability to write objectively; subjective remarks have no place in a professional special education report.

- **Module 7 (Week 7): Specific Learning Disabilities**
   - ° Specific Learning Disabilities (SLD) is one of the most frequently identified disability areas. According to the National Center for Education Statistics (2021 is most recent version), just under 33% of all children served through the Individuals with Disabilities Act (IDEA) are currently considered to have a Specific Learning Disability. (https://nces.ed.gov/programs/digest/d21/tables/dt21_204.50.asp) As the most prevalent area of exceptional educational need, every special educator needs to understand the SLD eligibility criteria and be able to apply it during the evaluation process. This module walks you through the current WI criteria. After learning about the SLD criteria, you'll apply that knowledge while creating an assessment table using some of the WJ-IV ACH score report you already generated from administration of the WJ-IV to a neuro-typical child.

- **Module 8 (Week 8): Intellectual Disabilities, Other Health Impairment (& ADHD) and Autism**
   - ° A special education assessment course would not be complete without touching on the eligibility criteria for and assessment possibilities related to students who are being considered for possible Intellectual Disabilities, Other Health Impairment (including ADHD) and Autism. This module provides a brief look at each area. Once you are working as a licensed special educator, you should discuss such evaluations and procedures with your school psychologist and/or special education director to gain a fuller understanding.

- **Module 9 (Week 9): Writing Academic Domains for Specialist's Report Part 1**

- ° Writing professional reports is a regular task for special educators. Those reports might be shared with evaluation and annual IEP teams, the student, parents/guardians and other professionals who work with the student.   Such reports often become part of a student's permanent cumulative records. Given these facts, it is crucial that reports you write are factual, supported by concrete evidence and understandable to those who are not accustomed to the jargon of special education. Reports should be well-written with good flow, free of spelling and grammar errors, and use vocabulary that is approachable.

- ° In this module you will dive into the realm of writing academic domain information. Academic domains in specialist's reports include information from administered individual norm-referenced achievement tests, summarize current classroom skills supported with concrete evidence, share information about the students strengths and weakness in the academic domain and include facts gained from your (the examiner's) observation of the student during general education instruction in the domain area.

- **Module 10 (Week 10): Writing Academic Domains for Specialist's Report Part 2**

  - ° Writing professional reports is a regular task for special educators. Those reports might be shared with evaluation and annual IEP teams, the student, parents/guardians and other professionals who work with the student.   Such reports often become part of a student's permanent cumulative records. Given these facts, it is crucial that reports you write are factual, supported by concrete evidence and understandable to those who are not accustomed to the jargon of special education. Reports should be well-written with good flow, free of spelling and grammar errors, and use vocabulary that is approachable.

  - ° In this module you will dive into the realm of writing academic domain information. Academic domains in specialist's reports include information from administered individual norm-referenced achievement tests, summarize current classroom skills supported with concrete evidence, share information about the students strengths and weakness in the academic domain and include facts gained from your (the examiner's) observation of the student during general education instruction in the domain area. You will also do a Zoom with Professor Francsis to get scaffolded, individualized support as you draft your report.

- **Module 11 (Week 11): Emotional/Behavioral Disability Criteria & Writing Academic Domains Part 3**

  - ° Writing professional reports is a regular task for special educators. Those reports might be shared with evaluation and annual IEP teams, the student, parents/guardians and other professionals who

work with the student.   Such reports often become part of a student's permanent cumulative records. Given these facts, it is crucial that reports you write are factual, supported by concrete evidence and understandable to those who are not accustomed to the jargon of special education. Reports should be well-written with good flow, free of spelling and grammar errors, and use vocabulary that is approachable.

° In this module you will dive into the realm of writing academic domain information. Academic domains in specialist's reports include information from administered individual norm-referenced achievement tests, summarize current classroom skills supported with concrete evidence, share information about the students strengths and weakness in the academic domain and include facts gained from your (the examiner's) observation of the student during general education instruction in the domain area.

° Special educators must be prepared to administer assessments and be part of initial evaluation IEP teams that consider eligibility for any of the special education disability areas. In this module you also become familiar with the WI eligibility criteria for Emotional/Behavioral Disability (revised 12/2021) through training videos provided by DPI.

- **Module 12 (Week 12): Assessing EBD & Functional Domain of Specialist's Report**

  ° Special educators must be prepared to administer assessments and be part of initial evaluation IEP teams that consider eligibility for any of the special education disability areas. Becoming acclimated to the Emotional Behavioral Disability eligibility criteria is a must for every special educator. It can be one of the more challenging disability areas since its parameters are not absolute. This module engages you in a number of varied activities to help you develop a better understanding of the EBD eligibility criteria and assessment process.

- **Module 13 (Week 13): Writing Academic Domains Part 4 & Writing Functional Performance Domain**

  ° Writing professional reports is a regular task for special educators. Those reports might be shared with evaluation and annual IEP teams, the student, parents/guardians and other professionals who work with the student.   Such reports often become part of a student's permanent cumulative records. Given these facts, it is crucial that reports you write are factual, supported by concrete evidence and understandable to those who are not accustomed to the jargon of special education. Reports should be well-written with good flow, free of spelling and grammar errors, and use vocabulary that is approachable.

- ° In this module you will dive into the realm of writing academic domain information. Academic domains in specialist's reports include information from administered individual norm-referenced achievement tests, summarize current classroom skills supported with concrete evidence, share information about the students strengths and weakness in the academic domain and include facts gained from your (the examiner's) observation of the student during general education instruction in the domain area.

- ° A group video discussion will connect you with peers and further your understanding of the EBD eligibility criteria. In this module you'll also use the eligibility criteria for Emotional/Behavioral Disability as a guide for writing the functional performance domain draft in your specialist's report.

- **Module 14 (Week 14): Zoom 2 and Specialist's Report**
    - ° The Specialist's Report is the course embedded assessment that demonstrates your knowledge of different types of assessment and your ability to describe a student's academic and functional skills strengths and weaknesses in concrete, operationally defined behaviors supported by varied classroom evidence.

- **Module 15 (Week 15): Pre-Clinical Experience….2nd Look-Nondiscriminatory Assessment**
    - ° EDUC 756 Special Education Assessment requires students to complete six hours of pre-clinical experience to meet DPI requirements and to pass the course. The assignments in this module relate to those experiences.

        Nondiscriminatory assessment is one of the tenets of IDEA and merits a closer look. The activity in this module will broaden your view of the topic and foster self-reflection.

- **Module 16 (Week 16): Investigating Current Practice in SPED Assessment**
    - ° As a natural course of their work, special education teachers form collaborative relationships with fellow educators. Sharing ideas, helping each other problem solve, providing an ear to concerns are some ways those relationships can encourage professional growth. Making connections with fellow special educators is especially beneficial as they may have experienced some of the same successes and challenges that you face. It's common to hear such teachers swapping instructional strategies or learning activities. However, in this module you'll connect with two special education teachers to "pick their brains" on the topic of special education assessment.

Student Expectations

Instructors and students should expect that the rigor and workload of a course held in the virtual classroom will be comparable to that of a face-to-face course. Virtual classroom course development and instruction also requires a significant time investment by instructors. Such courses often require greater time commitment for independent work from students. Because no classes are scheduled, students must schedule their own time to complete coursework. Students are encouraged to use the self-paced Online Student Orientation tool to prepare for online coursework.

Credit Hour Expectations: UWSP standards mandate that courses have a minimum requirement of 45 hours outside of class time for each one credit awarded.

In this course you will be expected to complete the following types of tasks.
- communicate via email
- complete basic internet searches
- download documents from Canvas
- read documents online
- read textbook chapters
- view online videos
- participate in online discussions
- participate in synchronous group video discussions and submit group's video recording
- upload documents, slides and videos to Canvas to submit assignments
- meet with the instructor for a required Zoom related to the signature course assessment - the Specialist's Report

Technology

This course will be delivered through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Canvas Support

Click on the [? Help] button in the global (left) navigation menu and note

the options that appear:

Support Options	Explanations

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!	**Chat**ting **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	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular 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	**Search**ing 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.

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

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

Course Technology Requirements

- View this website to see minimum recommended computer and internet configurations for Canvas.

- You will also need access to the following tools to participate in this course.
  - ° webcam
  - ° microphone
  - ° printer
  - ° a stable internet connection (don't rely on cellular)

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

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
    - ° IT Service Desk Phone: 715-346-4357 (HELP)
    - ° IT Service Desk Email: techhelp@uwsp.edu

Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. No handwritten work will be accepted except where noted on Canvas.

To earn full credit assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. See Late Work policy below.

Generally, resubmission of work is not allowed to earn a higher grade. SUbmit your best work for each assignment. Contact the instructor if you need assistance on any assignment.

Graded Course Activities

Click the **Assignments** link in Canvas to access assignment listing, categories and weights as applicable. Click the **Syllabus** link to see a chronological listing of assignments. Click the **Grades** link to see current grades. Assignments and accompanying points are listed on the Canvas homepage; the total points possible for this course is 311.

Late Work Policy

Submit all assignments by the posted due date to the appropriate location by 11:59pm. Assignments turned in after the due date will be downgraded 30% of possible points, but will be accepted until the end of the semester. Please do your best to submit assignments on time. **Under extenuating

circumstances, an assignment can be turned in late for possible full credit if the student has obtained permission from the instructor ahead of the due date and the assignment is turned in by the agreed upon extended due date. Without prior approval, most assignments submitted after the due date will be subject to the 30% late deduction.

Please note: Some group or peer assignments in this course require your timely involvement and completion. The assignments in this group include: any group video discussion, any group/pair/trio writing support discussion board, any peer review assignment. Because of the cooperative, collaborative nature of the group/peer assignments, no extensions will be granted. There will be no option for an alternative assignment. If not completed on time, you will earn zero points, as peers are not required to read your late work.

Letter Grade Assignment

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

Grading Scale			
Percentage	Letter Grade	Percentage	Letter Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

School of Education Policies

Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course.

Participation

Students are expected to participate in all online activities as listed in Canvas.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points. Your instructor will update the online grades, typically 72 hours following the completion of an activity. (Some larger assignments may take more time to grade.) You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Other 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

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.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it. 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. For more information, see the UWSP Student Conduct Process Website

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. 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. 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. 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."

Equal Access for Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. 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 you suspect you have a disability or acquire a condition during the semester and you need assistance or if modifications are required due to a disability, please inform the instructor and contact the Disability Resource Center to complete an Accommodations Request form. Phone: 346-3365 or Collins Classroom Center (CCC) room 106 and suite 108. For more information about UWSP's policies, visit: [*https://www.uwsp.edu/datc/Pages/default.aspx*](https://www.uwsp.edu/datc/Pages/default.aspx)

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 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 for Education 755 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.

Help Resources

Tutoring	Advising	Safety and General Support	Health
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

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.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor

discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor.

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.