

Education 769: CURRICULUM AND INSTRUCTION FOR STUDENTS WITH DISABILITIES II

Fall 2023

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.

Course Information

Instructor Information

Instructor: Rosemary Francis
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: Instructional strategies, behavioral interventions, and curricular adaptations for the elementary and secondary levels in the areas of science, social sciences, and other areas of teaching students with disabilities.

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](#)

- o [Wisconsin Teaching Standards \(source: UWSP Professional Education Program Undergraduate Advising Guide\)](#)

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
<p>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.</p>	<ul style="list-style-type: none"> • Portfolio: 3 separate lesson plans for instructional areas of social skills, functional academics and science *must earn 80% overall score on each lesson plan to pass the course • Learning Strategies Instruction *must earn 80% overall score on presentation to pass the course
<p>Council for Exceptional Children Initial Teacher Preparation Standards</p>	<p>Signature Embedded Assessment</p>
<p><i>CEC Standard 2 - Learning Environments.</i> 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.</p>	<ul style="list-style-type: none"> • Portfolio: 3 separate lesson plans for instructional areas of social skills, functional academics and science *must earn 80% overall score on each lesson plan to pass the course • Learning Strategies Instruction *must earn 80% overall score on presentation to pass the course
<p><i>CEC Standard 3 - Curricular Content Knowledge.</i> Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Portfolio: 3 separate lesson plans for instructional areas of social skills, functional academics and science *must earn 80% overall score on each lesson plan to pass the course • Learning Strategies Instruction *must earn 80% overall score on presentation to pass the course
<p><i>CEC Standard 5 - Instructional Planning & Strategies.</i> Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Portfolio: 3 separate lesson plans for instructional areas of social skills, functional academics and science *must earn 80% overall score on each lesson plan to pass the course

	<ul style="list-style-type: none"> • Learning Strategies Instruction *must earn 80% overall score on presentation to pass the course
Wisconsin Teaching Standards (source: UWSP Professional Educational Program Undergraduate Advising Guide)	Signature Embedded Assessment
<i>Wisconsin Teaching Standard #7.</i> 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.	<ul style="list-style-type: none"> • Portfolio: 3 separate lesson plans for instructional areas of social skills, functional academics and science *must earn 80% overall score on each lesson plan to pass the course • Learning Strategies Instruction *must earn 80% overall score on presentation to pass the course
<i>Wisconsin Teaching Standard #8.</i> 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.	<ul style="list-style-type: none"> • Portfolio: 3 separate lesson plans for instructional areas of social skills, functional academics and science *must earn 80% overall score on each lesson plan to pass the course • Learning Strategies Instruction *must earn 80% overall score on presentation to pass the course

Expected Instructor Response Times

- 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.
- I will attempt to reply to and assess student discussion posts within 72 hours of discussions closing.
- I will attempt to grade written work within 7 days; however, longer written assignments may take me 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: Available through UWSP Text Rental, we use a custom, pared down version of Polloway, Edward A., and James R. Patton. *Strategies for Teaching Learners with Special Needs*. 12th ed., Pearson, 2022. The UWSP text rental ISBN: 9780137256198.

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:

- o Students will demonstrate their ability to create safe, inclusive, culturally responsive learning environments for students with exceptionalities. (CLO 1)
- o Students will plan instruction and assessment so that individuals with exceptionalities become active and effective learners. (CLO 2)
- o Students will design lessons so that individuals with exceptionalities develop emotional well-being, positive social interactions, and self-determination. (CLO 3)
- o Students will individualize learning for individuals with exceptionalities using knowledge of general and specialized curricula. (CLO 4)
- o Students will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (CLO 5)

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

- Complete required readings including slide decks
- Collaborate with peers
- Submit all assignments

- Watch recorded lectures

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. Throughout the course you may need to arrange live, synchronous zooms or phone conferences with a small group of classmates or 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 01 (Week 01): Curriculum and Instruction for Students with Special Learning Needs**
 - Special educators must strive to provide every student with the general education curriculum according to the individual needs of each student. This requires special educators to develop strong knowledge of the general education curriculum across grade spans. To meet students' individual needs, special educators must also implement a wide range of evidence-based instructional strategies to facilitate students' access to the curriculum and acquisition of age and developmentally appropriate knowledge and skills. This week will lay a foundation for the topics and material throughout the remainder of the course.
- **Module 02 (Weeks 02-03): Learning Strategy Instruction**
 - Many instructional approaches/models are used in upper elementary and secondary special education programs. The Learning Strategy approach to instruction fosters learner independence, especially for students with mild to moderate disabilities. Learning strategies must be taught so students can successfully apply the strategies across multiple tasks in varied settings. Using explicit instruction while incorporating the six steps/stages of the scientifically validated Self-Regulated Strategy Development (SRSD) model, special educators can teach students effective academic strategies. Learning Strategy instruction can be a powerful tool in your teaching toolkit.
- **Module 03 (Week 4): Designing Instruction**

- Curriculum provides the roadmap for quality instruction. It identifies the learning outcomes students should master before advancing. A lesson plan dissects a learning outcome into smaller units of teaching. It is a guide for what students need to learn (goal), how that goal will be taught (procedure and method of delivery) and how student learning will be measured. This module focuses on how to craft lesson plans that are responsive to student needs. You'll learn about the components of an effective lesson plan and be introduced to the UWSP Special Education Lesson Plan template.
- **Module 04 (Week 5): Culturally Responsive Pedagogy**
 - Culturally responsive teaching is a research-based approach to teaching that uses students' customs, identities, language and family/personal perspectives as tools for better classroom instruction. When academic activities are centered in students' experiences, the activities are more personally meaningful, appeal more to students' interests and are learned more readily (based on work by Geneva Gay, Gloria Ladson-Billings and Zaretta Hammond). While exploring culturally responsive pedagogy, you'll be challenged to consider whether books used in your teaching are inclusive and culturally responsive.
- **Module 05 (Week 6): Designing Safe, Inclusive Learning Environments**
 - Schools should strive to be places that prioritize inclusivity and represent all students and their families. Each child should be viewed through their assets and talents. When classrooms value each child, everyone has the opportunity to thrive. This module provides information on making your classroom one of safety and acceptance.
- **Module 06 (Week 7): Integrating Emotional Supports in the Educational Environment**
 - "The Wisconsin Department of Public Instruction (DPI) defines social and emotional learning (SEL) as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." (Source: <https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>). Teachers must first gain an understanding of SEL competencies then integrate appropriate learning activities into the fabric of their instruction. This module takes you through part of WI DPI's training on Social and Emotional Learning and provides other extensive resources through which you can build your SEL skills over time and based on your needs and the

needs of your students.

- **Module 07 (Week 8): Social Skills Instruction**

- Social competence is a needed skill in both children and adults. However, students with disabilities are rated lower than peers in social competence (Polloway/Patton p. 178). Thus, teaching social skills often is within the purview of special education teachers. In this module you'll build on last week's social emotional learning foundation and investigate instructional approaches that foster social competence.

- **Module 08 (Week 9): Life Skills Instruction**

- In this module you'll delve into life skills, also called daily living skills or adaptability skills. Such skills include vocational skills, independent living skills, safety skills, self-care and leisure skills. This week you'll explore a multi-tier life skills website and discuss some of your beliefs regarding life skills instruction.

- **Module 09 (Week 10): Functional Academic Skills Instruction**

- A major goal of education is for students to become contributing members of society who successfully deal with the demands of everyday life. This module examines functional academic skills as a bridge between the general education curriculum and adult competence.

- **Module 10 (Week 11): Social Studies Instruction**

- Social Studies curriculum encompasses many interrelated themes that, as a whole, prepare students to be productive, contributing adults in society. It is inevitable that students with disabilities will encounter social studies skills as part of the general education curriculum. Therefore, special education teachers need knowledge of content and skill in modifying curricular materials. This module includes varied approaches for teaching social studies curriculum to these students.

- **Module 11 (Week 12): Problem-Solving and Critical Thinking Instruction**

- Critical thinking and problem-solving skills are essential for fostering independence as adults. This module examines different strategies for teaching these skills to students with disabilities.

- **Module 12 (Week 13): Science Instruction**

- Science curriculum relies heavily on print-based materials. Because of that, text adaptations that support reading are key to meeting the needs of students with disabilities. Hands-on learning and opportunities to develop higher-level thinking are also needed. In this module you'll learn about effective

approaches to teaching science curriculum to students with disabilities.

- **Module 13 (Week 14): A Deeper Look at Instruction for Students with Autism or OHI (ADHD)**
 - There has been significant research into the efficacy of varied instructional strategies/techniques to use with students with disabilities. This module provides information about a variety of effective evidence-based strategies for students with Autism or OHI (ADHD).
- **Module 14 (Week 15): Professional Interview**
 - To gain a broader view of the world of special education, you will interview a working professional whose role supports the work of special educators.

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 asynchronous online discussions
- participate in synchronous group video discussions and submit group's video recording
- complete quizzes online
- upload documents, slides and videos to Canvas to submit assignments

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  button in the global (left) navigation menu and note

the options that appear:

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

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect your grade.

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.

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.

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.

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%, but will be accepted until the end of the semester. Please do your best to submit assignments on time. **Extension for an assignment may be given if permission requested by student prior to 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. Submitting late assignments that have peer response components means you may not be able to earn points for providing peer feedback, as peers are not required or expected 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

At UW-Stevens Point and in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies (UWSP Chapter 14) [University System Administrative Code, Chapter 14](#). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing greater academic consequences.

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>

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](#).