 

COURSE SYLLABUS

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| BUS 328 |
| Training & Development |
| Spring 2024 |

Course Prefix & Number

Course Name

Term

# Course Information

## Instructor Information

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| **Instructor:** | Angie Servi |
| **Office:** | 104C Wausau / 469 CCC Stevens Point |
| **Physical Available Hours:** | By appointment |
| **Virtual Available Hours:** | At a time that’s convenient for you – schedule by email, Canvas, or text |
| **Office Telephone:** | (715) 680-1497 |
| **E-mail:** | aservi@uwsp.edu |
| **Expected Instructor Response Time:** | 2 Business Days |

## Textbook & Course Materials

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| **Required Text(s):** | Employee Training and Development, 9th Edition, Raymond A. Noe, 2022  ISBN: 978-1265079833 |
| **Recommended Text(s):** | None |
| **Other Readings:** | Assigned and provided in Canvas |
| **Other Required Materials / Applications:** | Computer and reliable Internet access |

## Course Information

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| **Course Description:** | This course covers types and methods of training programs as related to all sizes of business and industry. Job design, task analysis, content, and delivery systems are discussed, along with evaluation and justification for training programs. The course focuses on developmental platforms designed to enhance employee knowledge and skills, resulting in improved employee retention. |
| **Credits:** | 3.0 |
| **Prerequisites:** | Either BUS 320 (Principles of Management) OR BUS 325 (Organizational Behavior) |

## 1.4. Course Technology

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| **Course Website:** | UWSP Canvas |
| **Other Websites:** | As stated and linked in Canvas Course |
| **Course Delivery:** | Online (Canvas) |
| **Canvas Support:** | Click on the HELP button (  ) in the global (left) navigation menu and note the options that appear:   * Ask Your Instructor a Question *Submit a question to your instructor*   + Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below. * Chat with Canvas Support (Student) *Live Chat with Canvas Support 24x7!*   + Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level. * Contact Canvas Support via email *Canvas support will email a response*   + Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your difficulty. * Contact Canvas Support via phone *Find the phone number for your institution*   + Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7. * Search the Canvas Guides *Find answers to common questions*   + Searching the [Canvas guides](https://community.canvaslms.com/docs/DOC-10701) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](https://community.canvaslms.com/docs/DOC-3891). * Submit a Feature Idea *Have an idea to improve Canvas?*   + If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.   Self-train on Canvas through the Self-enrolling/paced Canvas training course: <https://uws.instructure.com/courses/45767> |
| **UWSP Technology Support:** | The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit: <https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>  For technology instruction sheets, online support videos, and other related resources, go to: <https://www.uwsp.edu/online/Pages/Student-Support.aspx>  The university also provides a Technology Tutoring service in which tutors meet with students one-on-one to provide technology assistance. To receive help of this nature visit**:** <https://www.uwsp.edu/tlc/Pages/techTutoring.aspx>  Additional tools designed to help students taking online or hybrid courses can be found at: <https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx> |
| **Artificial Intelligence (AI) Policy:** | One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in this field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. Given that this technology is still in its infancy and that my goal is for you to develop your skills as writers, the **unauthorized** use of ChatGPT or other AI generative writing tools is not permitted in this course. Students found to be using such tools when not permitted for an assignment will be considered as engaging in conduct aimed at making false representations of a student’s academic performance, and will be subject to disciplinary action as defined in the [UWSP Academic Misconduct Policies](https://www3.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf).  With that being said, there are a couple course assignments that will make use specifically of the AI chat feature “Copilot” available through the Microsoft Edge browser. If the use of this tool is approved for an assignment, it will be explicitly stated in the assignment instructions and no action will be taken against students using the tool for this purpose. |

# Learning Outcomes

## Course Goals

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| Students will be able to select and implement a training solution to fit the organization, its individuals and the needs of each. Students will also become more comfortable facilitating and delivering training. Through the textbook readings, instructor and other course videos, supplemental articles and materials, students will be able to learn about trends and rationales in training & development. Students will be able to evaluate theirs and others’ training and development programs. The ultimate goal of this course is for students to understand and apply the ADDIE (Analyze, Design, Develop, Implement, Evaluate) Model for Instructional Design. |

## Course Learning Objectives

2.2 Course Learning Objectives

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| Students will be able to…  CLO 1: Analyze training and development needs for organizations.  CLO 2: Design a training program for a group of individuals at an organization.  CLO 3: Develop a training program for a group of individuals at an organization.  CLO 4: Implement a training session for a group of individuals at an organization.  CLO 5: Evaluate training and development programs. |

## Academic Unit

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| **SBE Mission:** | The UW-Stevens Point Sentry School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.  The SSBE achieves its mission by valuing:   * Talent development * Lifelong learning * Career preparation * On the job experiences * Community outreach * Regional partnerships * Continuous improvement |
| **Accreditation Commitment:** | SSBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community. |

# Course Policies

## Attendance

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| Asynchronous (the course is 100% online) – attendance is based on participation through weekly modules.  **Students must complete an assignment within the first 2 weeks of class to prevent being dropped due to lack of attendance.**  There is a mandatory Zoom meeting during the course (week of October 9) and various days of the week and times of day will be provided to meet student needs. If you are unable to attend the Zoom session, please contact me via email prior to October 9. |

## Late Work

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| Note the due dates for assignments that are listed below. You can work ahead if you’d like!  When discussion boards are required during a given week, the original posts will be due by Wednesday at midnight (CST).  All other assignments (including response discussion posts) are due on Sundays by midnight (CST). If there is any situation that is affecting your ability to turn in work on time, please let me know.  There is a 5-day grace period for turning in work for this class. Any work that is more than 5 days late will be assessed a 30% deduction. In other words, the most you can earn on an assignment submitted 5 or more days late is 70%.  **If you have an extenuating circumstance that requires you to submit an assignment more than 5 days late, please contact me and we will determine a way forward. Your academic success is my top priority.** |

## Netiquette

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| 3.3.1 General Policy Guidelines  Netiquette is a set of rules for behaving properly during online components of a UWSP course. As the instructor, it is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of Netiquette are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of Netiquette and breaches thereof:  • Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.  • Side discussions (on-campus or online) and abusive language is considered disruptive behavior.  • No profane language, no verbal or physical threats, no intimidation of any kind.  3.3.2 Penalties for Misconduct  The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment for others. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office. |

# Grading

## Grading Scheme

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| **Letter  Grade** | **Percentage Range  ( x = your score )** | | | | |
| A | 93.0% | ≤ | x | ≤ | 100.0% (or other max) |
| A- | 90.0% | ≤ | x | ≤ | 92.9% |
| B+ | 87.0% | ≤ | x | ≤ | 89.9% |
| B | 83.0% | ≤ | x | ≤ | 86.9% |
| B- | 80.0% | ≤ | x | ≤ | 82.9% |
| C+ | 77.0% | ≤ | x | ≤ | 79.9% |
| C | 73.0% | ≤ | x | ≤ | 76.9% |
| C- | 70.0% | ≤ | x | ≤ | 72.9% |
| D+ | 67.0% | ≤ | x | ≤ | 69.9% |
| D | 60.0% | ≤ | x | ≤ | 66.9% |
| F | 0.0% | ≤ | x | ≤ | 59.9% |

## Grading Notes – Assignments and Percentages

During this class, we will be focusing on the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) Model. Discussion Boards and Weekly Assignments will help build your skills and knowledge, and give you practice. These are each worth 20% of your total grade. The majority of your total grade (60%) will be based on using the ADDIE Model to create a training program and session. It is important that you complete each piece of the course project sequentially, since each component builds on the one before it.

More details and rubrics for some assignments will be available in Canvas.

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| **Assignment/ Group** | **Description** | **Due Dates** | **Percentage of Total Grade** |
| Discussion Boards | * Students will post a minimum of four (4) times per week in the Discussion Boards:   + One (1) original post (due Wednesday)   + Three (3) response posts (due Sunday) * The ideal post (whether an original post or response post) will contain the following: * A minimum of eighty (80) words, with proper punctuation, spelling and grammar * Contains rich information that you have learned through readings and/or research * Contains your own original insights and analysis * Makes connections to previous or current course content and/or real-life scenarios | Wednesdays and Sundays | **20%** |
| Weekly Assignments | * Watch the weekly instructor video to learn more about the details of each week’s assignment * Assignments will help students practice the skills needed to successfully master our course learning outcomes (CLOs) * Students will receive comments from Dr. Servi that will help them continue improving | Sundays | **20%** |
| *Summative Assessment of Course Learning Outcomes – Project Components* | | | |
| Analyze Phase (CLO 1) | * Students will complete a needs assessment template for a fictional company * After posting the completed needs assessment template in your discussion group, develop 3-5 questions for the group member who posted just above you * Answer the questions posed by your classmates, as if you were a member of the fictional company | Needs Assessment – 2/18  Questions on Discussion Board – 2/25 | **All components together = 60% of total grade** |
| Design Phase (CLO 2) | * Create Learning Objectives for a training program * Analyze different modes of delivery (internal vs. external training, synchronous/ asynchronous, computer vs. human-delivered, etc.) * Develop an outline for a training program | Training Program Outline – 3/17 |
| Develop Phase (CLO 3) | * Plan for active learning in training sessions * Develop learning activities * Create a lesson plan with content for a training session | Final draft of lesson plan – 4/21 |
| Implement Phase (CLO 4) | * Present a 10-minute segment from a training session to your group via live Zoom (your group will determine the date/time) | Presentations will happen between 4/22 and 5/8 |
| Evaluation Phase (CLO 5) | * Determine the type of outcome you will use to evaluate each Learning Objective for your training program * Create an evaluation tool to evaluate a training session/program * Evaluate a training session using an evaluation tool * Compile and reflect on data collected | Evaluation Tool – 4/14  Compile and Reflect – 5/12 |

# Coursework Descriptions & Commentary

## Exams

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| There are no exams for this course. |

## Quizzes

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| There are no quizzes for this course. |

## Assignments/Course Schedule

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| Week | Dates | ***Title***  Content (To Read and Watch) | Assignments/Assessments |
| 1 | January 22-28 | ***Introduction to Training & Development***  Instructor introduction video – in START HERE  Canvas and course tour video – in START HERE  Course content introduction video – in Module 1  Video on using Hypothes.is to annotate | * Introduction + Course Preview -Discussion Board – Week 1 * Syllabus Annotation Assignment using Hypothes.is |
| 2 | January 29-February 4 | ***Why Training & Development?***  Read Ch 1 – pages 6-9, 17-36 key components of learning, topics (talent management, cust service, etc.), snapshot of training practices – instructor includes guide of what to look for.  Employee retention – instructor lecture video | * Group Discussion Board – Week 2 |
| 3 | February 5-11 | ***Learning Styles and Models***  Bloom’s Taxonomy – YouTube  ADDIE model – instructor video + resources online | * Take learning style preference self-assessment * Group Discussion Board – Week 3 – discuss learning style preference |
| 4 | February 12-18 | ***Needs Assessments***  Resources on needs assessment – templates, surveys, library of questions/question bank  Book reading – chapter 2, esp Methods Used in Needs Assessment section  Having a conversation with an organization + Communication tips – instructor video | * Students will be provided a needs-assessment template. Instructor will give students case studies of companies to choose from. They will use this info to fill out the needs assessment template. Students post the completed needs assessment in Group Discussion Board – Needs Assessment. * Survey check-in – how are things going? |
| 5 | February 19-25 | ***Employee Development & Career Management***  Chapter 9 in book – considering employee growth in training & development programs; assessing personality/work behavior/job performance to use for employee development; mentoring programs  Coaching conversations | * Needs Assessment Conversation Assignment – For the person who posted right before you in the Group Discussion Board – Needs Assessment, develop 3-5 questions you would need to ask in a meeting with this organization to help you gain more info and develop a quality training to meet their needs. Post your questions as a response to the needs assessment post within the Discussion. * Then, revisit your original post and respond to the questions posed to you, on behalf of the organization. * Self-assessment of Needs Assignment |
| 6 | February 26-March 3 | ***Program Design***  Developing Learning Objectives – Book reading (ch 5, curriculum course and lesson design)  Instructor video on learning objectives  Training Methods – book readings (Ch 7 -presentation methods, hands-on, group building)  Example training plans  The role of AI in Training & Development – instructor tutorial on Bing Chat and how to leverage it; pros and cons; ethical usage | * Group Discussion – Week 6 – each team member becomes an expert on a different method for training. Each person creates an infographic or slide on what it is and examples and post. * Generative AI Assignment 1 – Choose a general training program topic that you will be using in this course. Ask Copilot in Microsoft Edge to design a training program outline (not content) with learning objectives. Analyze the output for strengths/weaknesses. Suggest tweaks and what would be needed to move forward. |
| 7 | March 4-10 | ***Considering Evaluation During Design***  What are pre and post assessments? Video  Developing a pre and post assessment  Using and tweaking a survey tool to gather data – instructor video  Outcome Measures to be evaluated should be centered around the Learning Objectives (Ch 6 – evaluation process, outcomes used) | * Group Discussion – Week 7 – Post 3-5 learning objectives that you have created for your training program. * Evaluation Tool Creation Assignment - Part 1 – determine the type of outcome you will use to evaluate each Learning Objective (Table 6.1 in text). Put on the table (template – instructor-created) |
| 8 | March 11-17 | ***Program Mode of Delivery***  YouTube video on internal vs. external training options  Synchronous/Asynchronous training  Computer-delivered training  Hybrid/virtual platform vs. in-person/same room training  Book – Organizational Characteristics that Influence Training starts on p. 79 | * Group Discussion – Week 8 - Evaluate 3 different modes of delivery for your selected organization where you will provide training (fictional or real). Provide pros and cons for using each mode of delivery. * Training Program Project - Part 1 - Program outline due * Pre-spring break survey – how’s it going? |
|  | March 18 | ***SPRING BREAK WEEK*** | * No assignments |
| 9 | March 25-31 | ***Content Development***  Active learning video  Lesson planning – how do you determine how long your learning activities will take? – Instructor video | * Learning Activity Collaboration Assignment – students share a learning activity that they may use in a training session and connect with others. * Generative AI Assignment 2 – Ask Copilot in Internet Explorer to generate activities for you to use during a training session. Analyze the output for strengths/weaknesses. Suggest tweaks and what would be needed to move forward. |
| 10 | April 1-7 | ***Content Development, part 2***  Based on needs assessment results, methods, mode of delivery analysis and activity collaboration, develop one session lesson plan.  Generative AI as a useful tool – YouTube video and instructor video. | * Training Program Project - Part 2 - Training session content due for peer review |
| 11 | April 8-14 | ***Engaging an Audience***  Ted Talk advice on facilitating training sessions – YouTube/TedTalk video  Resources for training session audience engagement  Effective Powerpoints Video  What has worked for me – Instructor Video | * Group Discussion Board – Week 11 – From all of the resources on Audience Engagement, what are you going to use? * Evaluation Tool Creation Assignment - Part 2 – submit your evaluation tool to instructor |
| 12 | April 15-21 | ***Evaluation, Revisited***  Pre- and Post-Assessments review (video from earlier in course)  Developing an evaluation form in Microsoft Forms – Instructor Video  Reading from Text: Measuring Reactions, Learning, Behaviors/Skills, Affective, Results and ROI – what can be measured in our situation? What cannot? | * Training Program Project - Part 3 - Training session final draft of content to instructor for grading * Survey check in – do you understand the requirements for the group presentations? |
| 13 | April 22-28 | ***Implementing the Training Program & Session***  Chapter 5 – Manager and peer support for training  Helping participants use training content in their roles – Instructor video  Videos on successful program implementation | * Group Discussion - Week 13 – Determine a time for your group to meet live in Zoom to do final presentations sometime before May 6. Post your evaluation tool (collect responses link) to your discussion group. * Training Program Project – Final Presentation - Meet with your group sometime before May 6. At the meeting, each person will present a 10-minute segment from their training. Fill out the evaluation form for each presentation you view. Record the Zoom meeting to the cloud and include the link in a discussion post. |
| 14 | April 29-May 5 | ***Technology-Based Training & Development***  Chapter 8 book – Influence, online learning, social media, blended, etc.  Resources on Technology-based Training & Development | * Submit Evaluations for your Group - Complete the evaluation form for each presentation that you viewed in Zoom. |
| 15 | May 6-12 | ***Using Data for Improvement***  Access your Forms evaluation Tool results and interpret data – Instructor video  What to do with evaluation data? video | * Evaluation Reflection Assignment - Reflect on improvements that you would make for next time; cite specific feedback/advice/data from your group. |
| 16 | May 13-17 | ***Training & Development in Context of Your Career***  Read pages 40-45 in *Employee Training and Development* (T&D as a career). | * Discussion Board – Week 16 - Reflect on how you plan to interact with it – will you be a trainer? A manager? Someone who takes advantage of programs to grow and develop yourself? HR? Contractor? What is the value of what you have learned? What will you apply in your future career? What were the main tools and takeaways? * End of Course Survey |

## Smiley Professional Events (or Pro Events)

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| You are not required to attend Pro Events as a part of this course’s requirements. |

# Schedule

## Dates and Deadlines – see above

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| See the above schedule (Section 5.3). All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here: <https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx> |

# Other Administrative Details

## ADA / Equal Access for Students with Disabilities

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| The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. Links to UWSP’s policies regarding ADA, nondiscrimination, and Online Accessibility (IT & Communication Accessibility) can be found at: <https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>  UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.  If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365, email [datctr@uwsp.edu](mailto:datctr@uwsp.edu) or visit: <https://www.uwsp.edu/datc/Pages/default.aspx> |

## Nondiscrimination Statement

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| No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran’s status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715‑346‑2606 or visit: <https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/affirmative-action-program.aspx> |

## SSBE Inclusivity Statement

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| It is my intent that students from 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 in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon all of you contributing to the class with your own opinions and perspectives. 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) |

## Religious Beliefs Accommodation

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| It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: [Chapter UWS 22 Accommodation of Religious Beliefs](https://docs.legis.wisconsin.gov/code/admin_code/uws/22). |

## Help Resources

## Emergency Response Guide

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| In the event of an emergency, follow UWSP’s emergency response procedures. For details on all emergency response procedures, please go to: [UWSP Emergency Guidebook pdf.](https://www3.uwsp.edu/emergency/Documents/UWSP%20Emergency%20Guidebook.pdf) |

## UWSP Community Bill of Rights and Responsibilities

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| UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities> |

## University Attendance Policy

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| In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university’s attendance guidelines can be found at: <https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx> |

## University Drop Policy

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| You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university’s drop policy can be found at: <https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures> |

## Academic Honesty

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| UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: <https://docs.legis.wisconsin.gov/code/admin_code/uws/14> |

## Grade Reviews/Appeals

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| A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university’s policies on non-academic misconduct can be found at: <https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx> |

## Non-Academic Misconduct

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| Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university’s policies on non-academic misconduct can be found at: <https://www.uwsp.edu/dos/Pages/stu-conduct.aspx>. |

## Confidentiality

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| Under FERPA, students cannot remain anonymous in a class. Students are permitted to know who else is in their class.  Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.  This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.  UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, go to: <https://www.wisconsin.edu/dle/external-application-integration-requests/>. Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Links to the Terms of Use and Privacy Polices for tool used at UWSP be found at: <https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx>  Here are steps you can take to protect your data and privacy:   * Use different usernames and passwords for each service you use * Do not use your UWSP username and password for any other services * Use secure versions of websites whenever possible (HTTPS instead of HTTP) * Have updated antivirus software installed on your devices   Additional resources regarding information security at UWSP can be found at: <https://www.uwsp.edu/infosecurity/Pages/default.aspx>.  It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful. |

## Intellectual Property - A Guide to Student Recording & Sharing Class Content

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## Sample Coursework Permission

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| The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes. |

## Revision Clause

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| This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student’s responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email. |