

Education 734

Methods in Elementary and Middle Level Social Studies (2 credits)

Spring 2024

Instructor Information

Instructor: Amber Garbe, Ed.D.

Office: 458 CPS Building, UW-Stevens Point Campus

Office Hours: M & F – 1:00 – 2:00 p.m. or by appointment

E-mail: agarbe.edu

Course Information

Course Description: Principles, aims, methods, techniques, and pre-clinical experiences in Elementary and Middle Level Social Studies Education.

Credits: 2

Prerequisite: Admission to the Accelerated Certification in Elementary Education License Program

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours; this may be longer on the weekends. 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 48 hours of discussions closing.
- I will attempt to grade written work within 1 week of the due date, however longer written assignments may take me longer to read and assess. Details will be provided indicating when assignment feedback and grades will be available.

Communicate with your Instructor

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. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

*Textbook & Course Materials (Bibliography)

Required Text: Parker, W.C. & Beck, T. (2017). Social Studies in Elementary Education. (15th ed.) (Rental)

All other materials will be provided and located in Canvas. Please review assignments for specific readings.

*Course Learning Outcomes

Students will be able to:

1. Construct a standards prioritization for one grade level using the Wisconsin Standards for Social Studies.
2. Students will be able to utilize their understanding of the Wisconsin Standards for Social Studies to analyze curricular resources and textbook alignment.
3. Students will be able to synthesize their knowledge of the Wisconsin Standards for Social Studies and lesson planning to create a Social Studies unit plan.

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

- Students will examine the Wisconsin Standards for Social Studies.
- Students will interpret the mission of social studies education presented in both the state and national standards.
- Students will identify related standards for one grade level.
- Students will be able to organize the standards into levels of prioritization.
- Students will use elements from class lectures to determine levels of importance.
- Students will identify important elements of curriculum materials from course notes and readings.
- Students will develop criteria to select meaningful curriculum resources.
- Students will discuss their criteria with others.
- Students will refine their curriculum lens.
- Students will select resources that match their criteria for a specific grade level.
- Students will identify the critical components of unit planning.
- Students will identify a grade level and topic area to focus their work.
- Students will describe the focus of their unit.
- Students will identify learning outcomes for their unit.
- Students will utilize their previous work with content standards to select standards related to their desired outcomes.
- Students will select materials from the resource document they created to begin planning lessons.
- Students will create lesson plans based on their knowledge of the standards and of the resource selection criteria they have developed.

General Education Program

Learning Outcomes

CAEP Standards for EDUC 734

#	Description
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|-----|--|
| 1.a | Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. |
| 1.b | Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. |
| 2.d | Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry. |
| 3.c | Candidates plan instruction including goals, materials, learning activities and assessments. |

- 3.d Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

- 5.b Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

These descriptions come from the 2018 CAEP Standards.

InTASC Core Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards:

Category	Standard	Description
The learner and learning	Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active in learning, and self-motivation.
Content	Content Knowledge	The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
	Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional practices	Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
	Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility	Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Adapted from the INTASC - Interstate New Teachers Assessment and Support Consortium, a project of the Council of Chief State School Officers.
This document is available at: <http://dpi.wi.gov/tepd/standards.html>

[Links to an external site.](#)

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to log in to the course from the [Canvas Login Page](#)

[Links to an external site.](#)

. If you have not activated your UWSP account, please visit the [Manage Your Account](#)

[Links to an external site.](#)

page to do so.

Attendance

For the first half of this course you will have on-line assignments every week that must be completed. These will include posting in discussions, completing reflections, working on projects, and collaborating with your peers. The second half of the semester you will have more time for independent work. You will still have the opportunity to collaborate with peers in the class and receive feedback on your projects. It is suggested that you schedule your time so that you will meet these expectations. Although there is no attendance required per se, your instructor will note your attendance through the records of your activity on a weekly basis.

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.

EDUC 734 Course Outline

Week	Focus/Working Assignments	Assignments Due
1	Introductions: What are the Social Sciences?	Social Studies Story

2	Exploring the Standards – Students will choose a grade level, read the Wisconsin Standards for Social Studies, and create a document that identifies connections between the standards at that grade level (Scope and Sequence).	Student Work Time
3	Exploring the Standards	Social Studies Scope and Sequence
4	Finding Resources – Students will discuss criteria for selecting open-source Social Studies content they have found online	Proposed criteria for quality materials
5	Students will search for open-source materials for their annotated bibliography (structure provided)	Post materials for peer review using criteria
6	Final Resource Document	Annotated Bibliography of Social Studies Materials
7	Overview of lesson planning using backwards design – learning target structures and GRASPS	Student Work Time
8	Creating Learning targets	Draft Learning Targets
9	Modifying learning targets	Draft GRASPS
10	Unit Planning Structure and Design	Student Work Time
11	Peer review (Open check ins with instructor)	Student Work Time
12	Peer review (Open check ins with instructor)	Student Work Time

13	Peer review (Open check ins with instructor)	Draft Unit plan
14	Unit plan modifications	Student Work Time
15	Unit plan modifications	Final Unit Plan
16	Course wrap-up	Clinical Experience Reflection

Student Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

Technology

Canvas Support

Click on the button in the global (left) navigation menu and note the options that appear:

Support Options

Explanations

Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.

Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level.

Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.

Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.

Searching the [Canvas guides](#)

[Links to an external site.](#)

connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](#)

[Links to an external site.](#)

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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, s/he 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](#)
- [Links to an external site.](#)
- .
- 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/>

[Links to an external site.](#)

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](#)
- [Links to an external site.](#)
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- Seek assistance from the [IT Service Desk](#)
- [Links to an external site.](#)
- (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. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

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

Graded Course Activities

Note about grades and assignments: The course is broken into several categories of work. Major Assignments indicated with (M) make up 62.5% of your grade for this class. These will be final projects. You must receive no less than 80% on these four assignments to pass this class. Other assignments are also listed, these make up 22.5% of your grade for this class. You will want to keep up with this work. The final 15% of your grade will be decided based on your participation in discussions throughout the semester. Notice that skipping any of these components will significantly impact your grade.

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

Description	Type	Points
Social Studies Story	Assignment	10
Standards Document	Assignment (M)	25
Materials Review Criteria	Discussion	10
Open Materials Collaboration	Discussion	10
Open Materials Final	Assignment (M)	25
Draft Learning Targets	Assignment	10
Draft GRASPS	Assignment	10
Unit Plan Draft	Assignment	15

Unit Plan Feedback	Discussion	10
Unit Plan Final	Assignment (M)	50
Clinical Experience Reflection	Assignment (M)	25
Total Points Possible		200

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Letter Grade Assignment

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

Letter Grade	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%

C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
F	Below 60%

Field Experience Requirements

As part of a UWSP methods class, you will be required to complete five hours of pre-clinical field experience for this class. Ideally this will take place in a local K-9 classroom where you can observe a Social Studies curriculum being taught. You will need to complete this work in order to complete your observation reflection. More details will be provided regarding this assignment later in the course. Be thinking about where you might complete this work. If you are unable to find a school placement you should contact your instructor to make other arrangements.

Participation

Students are expected to participate in all online activities as listed on the course calendar. Participation includes posting in discussions, collaborating with peers, completing assignments, responding to inquiries from your professor, and generally taking an active role in our online community.

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 each time a grading session has been complete—typically within five days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Writing Style

All written materials are expected to be of professional quality. As a professional, it is important to present all work in a proficient manner. Therefore, please be sure to check all mechanics of your writing prior to turning in the assignment. It is recommended that you **ask a peer to proofread assignments** prior to submission. **Do not rely on Spell Check alone.** It cannot identify all spelling errors. Unprofessional work will receive a lower grade.

Microsoft Office

As a UWSP student, you have access to Microsoft Windows products including Word, Excel, and PowerPoint. All assignments must be completed in MS-based programs. More explicit instructions will be included on each assignment. The reason that we will be using programs like word rather than Google-based products is because it makes it easier for your instructor to provide you with feedback on your work. The instructor reserves the right not to grade any assignment that is submitted in a non-Microsoft format.

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](#)

[Links to an external site.](#)

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](#)

[Links to an external site.](#)

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

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

Clery Act

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

[Links to an external site.](#)

[Annual Security Report](#)

[Links to an external site.](#)

. 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

[Links to an external site.](#)

[Jeanne Clery Act](#)

[Links to an external site.](#)

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](#)

[Links to an external site.](#)

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](#)

[Links to an external site.](#)

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.

[Links to an external site.](#)

[Center for Prevention – DFSCA](#)

[Links to an external site.](#)

*Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements

may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#)

[Links to an external site.](#)

FERPA

The

[Links to an external site.](#)

[Family Educational Rights and Privacy Act](#)

[Links to an external site.](#)

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

Lecture materials and recordings for Dr. Abe Wallin 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

All students deserve an opportunity to learn without the distraction of arbitrary exclusion based on gender identity, sexuality, disability, age, socioeconomics, ethnicity, race, nationality, religion, or cultural beliefs. It is the instructor's intent to provide an environment where all feel welcome to share and be heard by their peers and their professor. Please let me know ways that I might improve the classroom experience for you, other individuals, or other 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](#)

[Links to an external site.](#)

. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if it is deemed a reasonable request based on situations beyond the control of the student. Students must contact their instructor to discuss this option; do not assume an incomplete will be granted without meeting with your instructor. All incomplete course assignments must be completed within one semester following the completion of the course (e.g. a course ending in May will require all work done by the end of the summer semester if not earlier). Please see the [UWSP Guidelines for Incomplete Work](#)

[Links to an external site.](#)

for more details.

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

[Links to an external site.](#)

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

[Links to an external site.](#)

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)

[Links to an external site.](#)

) 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](#)

[Links to an external site.](#)

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](#)

[Links to an external site.](#)

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Disability and Assistive Technology Center [DATC]

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here:

<https://www.uwsp.edu/datc/Pages/default.aspx>

[Links to an external site.](#)

. Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.