

# About: Bus 322 Leadership for Managers

## Course Introduction

The requirement for you to lead is coming to you fast if it hasn't already arrived. Businesses and organizations are "hungry" for leadership at all levels. This means you will be required to "lead," probably much sooner than you imagined. This course is designed to prepare you for your leadership challenge – whatever that may be – team leader, project manager, lead, supervisor, manager, etc.

### My goals for this course are:

"Self-mastery" is the essential starting point for effective leadership. My aim is to help you develop self-mastery by applying the principles of *The 7 Habits of Highly Effective People*.

How to lead effectively is not a mystery. There is a proven model for successful leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart.

By the end of this course you will understand this powerful model of leadership and be able to "operationalize" this model whenever you are confronted with a leadership challenge.

The sea of contemporary leadership ideas, models, and actions is vast.

You will learn how to source the latest thinking on business leadership, how to review, consider, and summarize those ideas and how to present those ideas to others.

## Course Format

We'll have a combination of lectures, discussions, and exercises in a safe, open and dynamic "interpersonal laboratory" where you can develop your effectiveness as a leader.

## Let's Create a Culture of Learning

In this course (and at this university) we are expected to maintain a high degree of professionalism, commitment to active learning and participation in this class, and also integrity in our behavior around campus and beyond.

When I attended Executive Education at the Harvard Business School they provided me with guidance and expectations for how to behave to create a learning culture. Here's my

adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together. Each of us is entitled to respect. I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute.

Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue.

Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves.

We will operate on a first name basis. We will **make a point!**

# Syllabus - Course Basics

## Instructor Information

Instructor: Greg Koepel

E-mail: [gkoepel@uwsp.edu](mailto:gkoepel@uwsp.edu) (<mailto:gkoepel@uwsp.edu>)

Office hours: please email me or talk to me after class to set up a time to meet.

## Course Information

Course Description: Explore the various theories of leadership within the context of management. The role of the leader's impact on attainment of organizational goals at various levels is studied. Situational theories are examined. Personal analysis of preferred style is included, as well as skill building techniques needed for development of leadership.

Credits: 3

Prerequisite: BUS 320 or BUS 325

Meeting time: Class will meet on Monday and Wednesday from 3:30 to 4:45.

Classroom: Class will meet in CPS 209.

## Textbook & Course Materials

Required Texts:

The 7 Habits of Highly Effective College Students, Essentials, 2d Edition, Copyright Franklin Covey Co. All rights reserved. I'll refer to this text as 7H in the course outlines and reading list. This is a an "e" text or electronic textbook.

The Leadership Challenge, Sixth Edition, by James M Kouzes and Barry Z. Posner, published by John Wiley and Sons, Hoboken, New Jersey. Copyright 2017 by James M Kouzes and Barry Z. Posner. All rights reserved. I will refer to this book as TLC in the outline and reading assignments. This book is available as a text rental from the campus bookstore.

Articles & Other Readings: You will be assigned at least one additional reading (article). You will write a review of one article and you will present to the class an analysis and summary of the article. I will let you know sources for an article to review. You will then find an article you'd like to review. We will use our professional librarian team to provide

# Syllabus - Course Administration

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is your 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 Management Using Canvas**

We'll manage this course together 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. Be sure to use the tools and resources within Canvas to help you become comfortable operating in this learning management system.

## **Viewing Grades in Canvas**

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points. I will update the online grades each time a grading session has been completed, typically weekly for participation, weekly for presentations, weekly for a quiz, after I debrief, your "third person," and as timely as possible after your paper is submitted. I will receive 35 papers at once so grading the papers will fall outside the weekly frame. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

## **Class Schedule and Topic Outline**

Refer to the Canvas course home page for pertinent information. Activity and assignment details will also be explained in detail within each week's corresponding Module. As assignments come due, they will appear in your Assignments list.

you instruction and tips on how to obtain your review article. I'll approve all article choices and there will only be one reviewer per article. Said another way only you will be reviewing your selected article.

# Syllabus - How You Earn Your Grade

**You will meet the outcomes listed in "Course Outcomes" through a combination of the following activities in this course:**

## **Attendance**

- There's an old joke in business – getting background for a story the reporter asks the business leader, how many people work here?" The business leader responds, "about half." Being in class physically and mentally on-time, prepared, engaged, and participating is a key component of your overall grade. There are many famous business quotes about showing up, many times the same quote is variously attributed to different people. You've probably heard this or something like it before – "80% of success is just showing up." Good advice.

## **Discussion and participation.**

- We will often move fluidly between me lecturing to me asking questions, having a class discussion, doing an individual or group exercise, etc. I expect you to contribute constructively at these times. Your participation is essential for both your learning and those around you (34 points [includes attendance] – 2 points per class with guest instructors and 1 point per class for regular 'ol me). We'll use table tent name cards. I'll have your card on the table as you walk in the room.
- Please grab your card on the way in and place it so I can see it on the table where you sit. Please, don't grab the name card for a friend. If your card remains on the table I'll know you did not attend. More than two weeks' worth of absences will result in a deduction of one letter grade from your final course grade.

**Teach** – using the "Three Person Teaching" method.

- You will teach someone else in class either the foundational information, one or more of the habits from the 7 Habits course text, (16 points – 4 points per teaching experience and you'll have 4 teaching opportunities).

**Write an article review** [2-page limit] (15 points). Using your paper as your guide make a presentation to the class (15 points).

- You will identify an article to summarize and review for the class.
- You will also provide a presentation of your summary and review to the class.

- You will select an article from either the *Harvard Business Review* the *MIT Sloan Management Review*, or the *McKinsey Quarterly*.
- Please submit your selection to me for approval. These assignments in addition to building your critical thinking and analysis, writing, and public speaking/presentation skills, will also allow us to broaden our “reach” as a class on contemporary issues in leadership.

## Quiz

- There will be one quiz covering prominent theories of leadership (5 points).

## Smiley Professional Events (Pro Events)

- Complete at least one Pro Event related to the topic of “leadership” during the semester (5 points).

**Complete and submit your personal mission statement (10 points).**

## Complete Your 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.
- 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.
- I don’t have “make up” work or additional points planned. However, you can have a “do over” if you didn’t get it right the first time on your article review assignment.

## Letter Grade Assignment

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

A = 93 and higher

A- = 90 to 92.9

B+ = 87 to 89.9

B = 83 to 86.9

B- = 80 to 82.9

C+ = 77 to 79.9

C	= 73 to 76.9
C-	= 70 to 72.9
D+	= 67 to 69.9
D	= 63 to 66.9
D-	= 60 to 62.9
F	= below 60



# Syllabus - Important Stuff About Our BUS 322 Class Values, Our "Learning" Culture and Academic Honesty.

## **Let's Create a Culture of Learning**

As a student in this course (and at this university) you are expected to maintain a high degree of professionalism, commitment to active learning and participation in this class, and also integrity in your behavior around campus and beyond. Same for me. When I attended Executive Education at the Harvard Business School they provided me with guidance and expectations for how to behave to create a learning culture. Here's my adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together. Each of us is entitled to respect. I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute. Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue. Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves. We will operate on a first name basis.

## **Class Participation, Electronic Devices and Attendance Policies**

To further our learning culture, I'm sharing these "best practices" which Dr. Elizabeth Martin shared with me.

The classroom environment is a unique opportunity for students to share ideas, voice opinions and discuss course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment.

Expectations include: dressing appropriately and muting your cell phones, as well as no loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to other students or me. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Much of your learning will occur during class discussions. Therefore, it is important that you come to class ready to discuss assigned readings. You should expect to be asked to summarize the main ideas from assigned readings and to be able to refer to your notes or a marked-up version of a reading for additional details.

Most cases do not have "right" answers. Consequently, being "right" or "wrong" should not be your concern when contributing to class discussion. Your point of view is important and if there is a later consensus that differs from your viewpoint, that in no way diminishes the value of your earlier comments.

Besides being an active contributor in class, you should also strive to listen carefully to the comments of your fellow students. If you disagree with what someone has said, speak up and explain how and why your viewpoint differs.

Electronic devices (phones, tablets, laptops) are to be used for class work only; similarly, in an office meeting, employees might use smart phones to respond to important customers but not to text their friends. If a personal or work issue requires your attention during class time, you may step outside the classroom to respond.

I will deduct a half point during my lectures and 1.5 points during guest lectures for in-class texting, ringing cell phones or similar disturbances.

**If a presentation by you or a class test is scheduled, call or e-mail me in advance if you will be absent.** Otherwise, you do not need to notify me that you will miss class. If you do miss a class, it will be your responsibility to get the notes and announcements from another student.

In addition to my expectations for attendance, the university provides 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> (<https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>).

### **Please, Keep Me Informed**

If you find that you have any trouble keeping up with assignments or other aspects of the course, please let me 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 me when difficulties arise during the semester so that I can help you find a solution.

### **Instructor Response Times**

- My goal is to respond to your email within 24 hours. Please let me know when you see me in class if you did not receive a reply to your email. If you have not received a reply from me within 24 hours please resend your email.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. I encourage you to answer each other's questions too.
- My goal is to reply to and assess student discussion posts within 48 hours of discussions closing.

## Academic Honesty

Cheating in any form, including plagiarism, will not be tolerated. **Any academic misconduct will result in a failing grade for the course.**

Please follow American Psychological Association (APA) style guidelines for documentation, grammar, spelling, and punctuation. Use the *Publication Manual of the American Psychological Association* (6th ed.) for the paper you do for this class.

While completing your individual writing assignments, you may consult your books and notes and discuss ideas with your fellow students. The assignments are then to be written individually.

While completing your team assignments, you are to make your best effort at contributing towards the team's success.

When you post your paper in Canvas it is automatically reviewed by the anti-plagiarism service Turnitin.com.

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](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

[. \(https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14\).](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

UW-Stevens Point implements the rules defined in UWS 14 through our own "Academic Misconduct Campus Procedures." UWS 14.03

<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

(<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>.)

defines academic misconduct as follows.

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance; or
- assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the Web without quotation marks or proper citation; paraphrasing from the Web without crediting the source; using notes or a programmable calculator in an exam when such use is not allowed; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

Academic integrity is critical to maintaining fair and knowledge-based learning at UW-Stevens Point. Academic dishonesty is a serious violation: it undermines the bonds of trust and honesty between members of our academic community, degrades the value of your degree and defrauds those who may eventually depend upon your knowledge and integrity. Examples of academic misconduct include, but are not limited to: cheating on an examination (copying from another student's paper, referring to materials on the exam other than those explicitly permitted, continuing to work on an exam after the time has expired, turning in an exam for re-grading after making changes to the exam), copying the homework of someone else, submitting for credit work done by someone else, stealing examinations or course materials, tampering with the grade records or with another student's work, or knowingly and intentionally assisting another student in any of the above.

## **Reporting Misconduct**

If you see incidents of misconduct, you should tell me about them, in which case I will take appropriate action and protect your identity. The School of Business & Economics will inform the Dean of Students as required and additional sanctions may be applied. You

could also choose to contact the Dean of Students (Dr. Troy Seppelt, email [tseppelt@uwsp.edu](mailto:tseppelt@uwsp.edu) (<mailto:tseppelt@uwsp.edu>)) and your identity will be kept confidential.

## **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.

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.

## **Sample Coursework Permission**

I 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 me 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.

# Syllabus - Learning Outcomes

## Course Learning Outcomes

The requirement for you to lead is coming to you fast if it hasn't already arrived. Businesses and organizations are "hungry" for leadership at all levels. This means you will be required to "lead," probably much sooner than you imagined. This course is designed to prepare you for your leadership challenge – whatever that may be – team leader, project manager, lead, supervisor, manager, etc.

### My goals for this course are:

"Self-mastery" is the essential starting point for effective leadership.

- Students will develop self-mastery by applying the principles of The 7 Habits of Highly Effective People.

How to lead effectively is not a mystery. There is a proven model for successful leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart.

- By the end of this course the successful student will understand this powerful model of leadership and be able to "operationalize" this model whenever they are confronted with a leadership challenge.

The sea of contemporary leadership ideas, models, and actions is vast.

- Students will learn how to source the latest thinking on business leadership, how to review, consider, and summarize those ideas and how to present those ideas to others.

### The primary learning objectives for this course are:

#### Self-mastery:

#### Habit

#### Outcome

1. Be Proactive®

Students assume responsibility for their own choices. They take initiative to solve their problems rather than

passively accepting circumstances that work against them.

2. Begin With the End in Mind®

Students develop a clearly defined “life plan” and “graduation plan” and an orientation toward purposeful living.

3. Put First Things First®

Students prioritize their time and activities to align with the goals in their “life plan.”

4. Think Win-Win®

Students become collaborative, breaking out of isolation.

5. Seek First to Understand, Then to Be Understood®

Students develop communication skills critical to taking part in the college and business community and building relationships, including writing and presenting ideas persuasively.

6. Synergize®

Students value diversity and capitalize on the multiple perspectives they are exposed to in college to produce new and creative solutions.

7. Sharpen the Saw®

Students overcome the near-universal tendency to lose balance and “burn out” under the intense pressure of many priorities.

**The Leadership Challenge:**

- Students will understand the fundamental principles of leadership development.
- Students will be able to identify the characteristics of exceptional leaders.
- Students will identify The Five Practices of Exemplary Leadership.

- Students will design a personal action plan for developing their leadership behavior.
- Students will integrate specific leadership habits into their daily activities.
- Students will evaluate their progress in developing as a leader.

**Contemporary Leadership:**

- Students will research and present a cogent summary and critical review of a contemporary leadership approach.
- Students will gain a broad perspective of the myriad leadership approaches available to today's business leader.



# Syllabus - Smiley Pro Events (an outside of class assignment)

## Smiley Professional Events

Several UWSP departments and programs, including the School of Business & Economics, sponsor Smiley Professional Events (or Pro Events).

Pro Events connect you to:

- Campus (e.g., academic coaching, student clubs);
- Community (e.g., Rotary, Business Council): and
- Careers (e.g., internships, networking).

As an SBE student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career.

Visit the Pro Events web site ([proevents.uwsp.edu](http://proevents.uwsp.edu)) for announcements of upcoming events. You can also follow us on social media. Facebook: UWSP School of Business & Economics Twitter: @UWSPBusiness

For this course, you must attend two official Pro Events. One event must be before the mid-semester cut-off of Oct. 18; a second event must be before the end-of-semester cut-off (Dec. 13). If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Attendance at each event will count for 2 points towards your final grade.

Typically, when you attend an event, you will sign in with your Point Card and thereby receive your Events credit. Occasionally, there are events requiring that you take along an Events Attendance form and obtain a signature at the event; events requiring an Events Attendance form will be clearly labeled and the form will be available online. Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email [proevents@uwsp.edu](mailto:proevents@uwsp.edu) (<mailto:proevents@uwsp.edu>).

If you have multiple courses or affiliations with Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course/affiliation. If you have not attended enough events to cover all of your requirements, your attendance will be allocated to your courses in alpha-numeric order followed by any other affiliations.

After the mid-semester cut-off and the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.

Hint: if you're having trouble finding events that fit your schedule

Hint: if you are having trouble finding events that fit your schedule, check out the "Create Your Own Event" option: <https://www.uwsp.edu/busecon/Pages/Events/create.aspx> ). You can meet with an expert from Career Advising, Financial Coaching or Academic Coaching. During "Kickstart Your Career," you can set up a lunch with a local business expert to learn more about their industry, company and profession (and for SBE students, we'll pay the cost of lunch!).

# UWSP Student Support Resources

## Academic Support

**[UWSP Online-Online Student Support](https://www.uwsp.edu/online/Pages/Student-Support.aspx)** [\\_ \(https://www.uwsp.edu/online/Pages/Student-Support.aspx\)](https://www.uwsp.edu/online/Pages/Student-Support.aspx)

- The UWSP Online-Student Support page is the go-to resource for online students. On the page you will find technology instruction sheets, support videos, and more.

**[UWSP Online Student Orientation](https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx)**

[\\_ \(https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx\)](https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx) - This self-paced tool is a great starting point for online students who want to assess and build their online learning skills. Use this link to access the tool.

**[UWSP Dean of Students Website](https://www.uwsp.edu/dos/Pages/stu-academic.aspx)** [\\_ \(https://www.uwsp.edu/dos/Pages/stu-academic.aspx\)](https://www.uwsp.edu/dos/Pages/stu-academic.aspx) - Here you will find information for students about Academic Concerns, Conduct Concerns, Personal Concerns, and more.

**[Library Resources for Online Students](https://www.uwsp.edu/library/Pages/distanceEducation.aspx)** [\\_ \(https://www.uwsp.edu/library/Pages/distanceEducation.aspx\)](https://www.uwsp.edu/library/Pages/distanceEducation.aspx)

- Use this link to learn more about resources the UWSP Library provides for online students.

**[Text Rental Information for Online Students](https://uwstp.instructure.com/courses/236474/external_tools/retrieve?display=borderless&url=https%3A%2F%2Foffice365-iad-prod.instructure.com%2Fti%2Flinked-share-item%2F71487%2Fce_content_item_selection)**

[\\_ \(https://uwstp.instructure.com/courses/236474/external\\_tools/retrieve?display=borderless&url=https%3A%2F%2Foffice365-iad-prod.instructure.com%2Fti%2Flinked-share-item%2F71487%2Fce\\_content\\_item\\_selection\)](https://uwstp.instructure.com/courses/236474/external_tools/retrieve?display=borderless&url=https%3A%2F%2Foffice365-iad-prod.instructure.com%2Fti%2Flinked-share-item%2F71487%2Fce_content_item_selection) - Online students do have access to rental textbooks, view this document for more information.

**[Tutoring-Learning Center \(TLC\)](https://www.uwsp.edu/tlc/Pages/default.aspx)** [\\_ \(https://www.uwsp.edu/tlc/Pages/default.aspx\)](https://www.uwsp.edu/tlc/Pages/default.aspx) -The UWSP Tutoring-Learning Center (TLC) provides tutoring services for ALL UWSP students, including online learners and English Language Learners (ELLs).

**[Disability and Assistive Technology Center](https://www.uwsp.edu/datc/Pages/default.aspx)** [\\_ \(https://www.uwsp.edu/datc/Pages/default.aspx\)](https://www.uwsp.edu/datc/Pages/default.aspx) - If you are a student who requires modifications due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center by visiting 609 ALB, calling (715) 346-3365, or emailing [datctr@uwsp.edu](mailto:datctr@uwsp.edu) (<mailto:datctr@uwsp.edu>).

**[Academic and Career Advising Center \(ACAC\)](https://www.uwsp.edu/ACAC/Pages/default.aspx)** [\\_ \(https://www.uwsp.edu/ACAC/Pages/default.aspx\)](https://www.uwsp.edu/ACAC/Pages/default.aspx) - ACAC can provide students support with course registration, major and career exploration, career development, resumes, job searches and more.

## Technology Support

**[IT Service Desk \(formerly HELP Desk\)](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)**

[\\_ \(https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx\)](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) - Students should direct all UWSP technology related questions and problems to the IT Service Desk. Use this link to access the IT Service

Desk. You can also access the IT Service Desk by calling 715-346-4357 (HELP) or emailing [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) (<mailto:%20techhelp@uwsp.edu>).

[Office 2016/Office 365 \(O365\)/OneDrive](http://office.uwsp.edu) (<http://office.uwsp.edu>) - As a UWSP student you get access to these three Microsoft Suites. Use the link to learn more and start using the programs.

[UWSP Accessibility Policy](https://www.uwsp.edu/accessibility/Pages/default.aspx) (<https://www.uwsp.edu/accessibility/Pages/default.aspx>) - Use this link to access the UWSP Information and Communication Technology Accessibility Policy.

### [Learning Technology Privacy and Accessibility Statements](https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx)

(<https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx>) - This website provides links to the Terms of Service, Privacy Policies, and Accessibility Policies for Canvas, D2L Brightspace, Blackboard Collaborate Ultra, and Kaltura.

[UWSP Information Security Office](https://www.uwsp.edu/infosecurity/Pages/default.aspx) (<https://www.uwsp.edu/infosecurity/Pages/default.aspx>) - this website provides information regarding information security.

### **You can protect your data and privacy by taking a few simple precautionary steps.**

1. Use different usernames and passwords for each service you use
2. Do not use your UWSP username and password for any other services
3. Use secure versions of websites whenever possible (HTTPS instead of HTTP)
4. Have updated antivirus software installed on your devices

## **General Support**

[Counseling Center](https://www.uwsp.edu/counseling/Pages/default.aspx) (<https://www.uwsp.edu/counseling/Pages/default.aspx>) - The UWSP Counseling Center provides counseling services to UWSP students. Students seeking support for personal or school related topics should use this page to access the Counseling Center's webpage.

### [Gender and Sexuality Resource Center \(GSRC\)](https://www.uwsp.edu/dca/LGBT/Pages/default.aspx)

(<https://www.uwsp.edu/dca/LGBT/Pages/default.aspx>) - Use this link to access the Gender and Sexuality Resource Center (GSRC) webpage.

[Financial Aid Office](https://www.uwsp.edu/finaid/Pages/default.aspx) (<https://www.uwsp.edu/finaid/Pages/default.aspx>) - Use this link to access the UWSP Financial Aid website.

[Student Government Association \(SGA\)](https://www.uwsp.edu/sga/Pages/default.aspx) (<https://www.uwsp.edu/sga/Pages/default.aspx>) - The Student Government Association (SGA) plays an active role in the governance of the university. Use this link to access the SGA webpage.

### [Campus Activities and Student Engagement \(CASE\)](https://www.uwsp.edu/centers/CASE/pages/default.aspx)

(<https://www.uwsp.edu/centers/CASE/pages/default.aspx>) - Campus Activities and Student Engagement (CASE) offers opportunities for University of Wisconsin Stevens Point students to develop as leaders, volunteers, and employees. CASE is home to the 200+ student organizations UW-Stevens Point has to offer.

## **Emergency Procedures**

**Medical emergency** - call **9-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

**Tornado warning** - proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See

[www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx)

(<http://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).

**Fire alarm** - evacuate the building in a calm manner. Meet at [state logical location to meet 200 yards away from building]. 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](http://www.uwsp.edu/rmgt/Pages/em/procedures) (<http://www.uwsp.edu/rmgt/Pages/em/procedures>) for details on all emergency response at UW-Stevens Point