

EDUCATION 373, SECTION 1

Family, Agency, and Community Collaboration for Successful Transition for Youth with Disabilities

Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Using this document

This document was developed using Styles for both navigation and Accessibility reasons. An easy way to navigate this document is to turn on the Navigation Pane. To turn on the Navigation Pane in Word, click View and check the box next to Navigation Pane, then click the heading of the section you wish to view to navigate directly to that section.

*You may have to download the document to the desktop Word App for this to function properly.

Course Information

Instructor Information

Instructor: Dr. Sydney Bueno

Office: CPS 442

Virtual Office Hours: You can make an appointment with me using the following link: <http://meet-with-dr-bueno.appointlet.com>.

Office Telephone: 715-346-2354

E-mail: sbueno@uwsp.edu

Course Information

Course Description: This course emphasizes working with families, community, and agencies to meet the needs of students with disabilities across the life span. We will discuss the students' unique needs from early intervention to post high school. Future teachers will develop a thorough understanding of familial needs, behaviors, and concerns for all family members. Future teachers will be introduced to community service agencies and other adult service organizations that collaborate with schools and adults with disabilities to provide support during and after K-12 education. Students will examine all aspects of adulthood and the transition to adulthood including legal issues, self-determination, employment options and training, education options, independent living skills, and recreation.

Credits: 3

Prerequisite: Admission to the Professional Education Program, and all of the following: EDUC 351; or Instructor Consent

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
- I will attempt to reply to and assess student discussion posts within 7 days of discussions closing.
- I will attempt to grade written work within 14 days, however longer written assignments may take me longer to read and assess.

Communicate with your Instructor

* Email is the best way to reach me : sbueno@uwsp.edu

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

*Textbook & Course Materials (Bibliography)

Required Text: None

Recommended Texts & Other Readings: will be posted in Canvas

*Course Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Students will read and discuss the legal responsibilities associated with from K-12 setting to adulthood.

Connects to: *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Wisconsin Teaching Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators,

and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Wisconsin Teaching Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

2. Students will explore community agencies and supports that assist families and their children with disabilities from early childhood to adulthood.

Connects to: *CEC Standard 7 - Collaboration*. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Wisconsin Teaching Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

3. Students will develop a transition toolbox to support their future students and families through a variety of transitions.

Connects to: *CEC Standard 7 - Collaboration*. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

CEC Standard 2 - Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Wisconsin Teaching Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

4. Students will develop an informational session on a topic of interest to parents.

Connects to: *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Wisconsin Teaching Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

5. Students will research age-appropriate transition assessments for education, employment, and independent living skills and use the case study to complete a Post-secondary Transition plan, linking assessment results with goals and services.

Connects to: *CEC Standard 4 - Assessment.* Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (4.3)

CEC Standard 1 - Learner Development and Individual Learner Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Wisconsin Teaching Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Wisconsin Teaching Standard #7: Planning for Instruction - The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Students will be able to answer the following Essential Questions surrounding Collaboration and Transition:

1. How can I promote positive family engagement in my classroom and school community?
2. How can I support families and students through life transitions to promote a successful transition to adulthood for my students?

3. What evidence-based practices and strategies can I use to support self-determination?

Course Structure

*Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. *I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.*

In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. It is expected that you come to class prepared - you've completed the reading/assignment for the day, and taken notes to remind yourself of the salient points of the reading when necessary.

If you need to miss class due to COVID-19 exposure or an illness - please email me two hours prior to class and I will provide a zoom link for you to attend class. Points for in-class activities that cannot be completed on zoom will need separate arrangement with me. Please use this accommodation as needed, but do not abuse it. It is expected that you are doing your best to limit your exposure.

Incident Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. **Use your own judgment and always remember your safety comes first. If you cannot make it to class due to weather, you can email me two hours prior to class for a zoom link.**

If you need to miss class for any reason and you want to make-up the points, please contact me at least two hours BEFORE the absence and we will arrange a make-up assignment. Please use this accommodation as needed, but do not abuse it. It is expected that your priority is to attend classes in person.

If there is an emergency and you cannot notify me of your absence ahead of time, please let me know as soon as possible and we will make arrangements to cover the information you missed. Please use this accommodation as needed, but do not abuse it. It is expected that an emergency can happen, but they do not happen often.

Partial class attendance will result in partial participation points. It is expected that your priority is to attend classes in person.

Absences without prior notification will result in zero participation/activity points without opportunity for make-up.

Additionally, follow the link to review attendance guidelines as outlined by the [UWSP registrar](#).

***Quality Participation**

As in all university courses, attendance and participation are important measures of student success. In this course, your participation is recorded as a grade that will be factored into your final point value. Class participation is a very important part of the learning process in this course. I encourage you to be active in every class session. This participation grade serves as a way to credit you with the effort and work you are putting into the class in and out of the classroom. However, I understand that we all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, and completing in-class activities. If you are fully engaged in at least two of those three activities, you will earn full points. If you are not participating at any of those levels you will not earn points.

***Artificial Intelligence (AI) Policy**

Since writing, analytical and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. The recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing discipline-specific writing skills. Given that AI technology is still in its infancy and my goal is for you to develop your skills in writing lesson plans that meet the specific needs of students with IEPs, the unauthorized use of ChatGPT or other AI writing tools is not permitted in this course.

***Basic Needs Policy**

Your safety and well-being are important, and even though I ask you to make this course and your learning a priority, I understand when there are times that you cannot. Anyone can find themselves facing mental health, financial, or safety issues at any time. If you experience obstacles this semester that prevent your attendance or learning, feel free to reach out to me if you are comfortable. I will provide the support and resources that I can. If you experience issues with food, housing, or personal safety, I urge you to contact the Office of the Dean of Students for support.

<https://www.uwsp.edu/dos/Pages/virtual-dos.aspx>

***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. If you have any questions, please contact your instructor.

Date	Topic	Before Class Activities (you do)	In Class Activities (We do)	After Class activities Due Date
January 22	Getting to know you. Creating Community.	Nothing	Getting to know you	
January 24	Syllabus Class norms Review big assignments	Nothing	Review Syllabus	
January 28				
January 29	The interconnection of Family, Agency, Community, and Time	Read Scully Chapter 1	Bring Laptop (or other device) to work in google slides Create Groups Hexagonal Thinking	
January 31	The Role of Parents/Families	Scully Ch 3	Review chapter	
February 4				

February 5	Influences and Collaboration	Read Assigned Chapter (Scully 7,8,9,10)	Work on Group chapters in class	
February 7	Influences and Collaboration	Read Assigned Chapter	Work on Group chapters in class	
February 11				<p>ALL group lessons due to canvas by 11:59 pm (one submission per group)</p> <p>Peer Evaluations due to canvas by 11:59 pm</p>
February 12	Influences and Collaboration		Group lessons	
February 14	Influences and Collaboration		Group lessons	
February 18				
February 19	Protecting and Safeguarding children	Scully ch 6	Review chapter Review Family Education Plan	
February 21	Special Ed Laws	McGinley Chapter 4 GUIDED notes page in canvas	Laws Law scenarios Activity	
February 25	February 25			

February 26		No class - Work on Family Education Plan		
February 28	Birth to 3 and Inclusive Preschool Programs	Read https://www.dhs.wisconsin.gov/birthto3/index.htm and Cowdery Ch 1		
March 3				Law Scenarios due to Canvas if not completed in class
March 4	Preschool/Kindergarten Transition	Cowdery Ch 19		
March 6	Self-Determination/ Begin with the End in Mind	Read Shogren Chapter 1 and Papay, 2015		
March 10				
March 11	Primary Years Student Led IEP's	McGinley Ch 10		
March 13		Interagency Collaboration	IRIS Module	IRIS Module DUE
SPRING BREAK				

March 16 - 24				
March 25	AGENCY alert: ADRC	Google ADRC Portage County - submit two questions you want to ask Paul - bring questions to class	Guest Speaker Paul Aleven Review Community Agency Assignment	
March 27	Secondary Years	Read McGinley (textbook) chapter 11		
March 31				Family Education Plan Due 11:59 PM
April 1	AGENCY Alert: DVR	Google DVR Portage County - submit two questions you want to ask Kassey - bring questions to class	Guest Speaker Kassey Anderson	
April 3	Transition Planning	Read Ch 6 Morgan and Reisen And Ch 4 Brusnahan		
April 7				
April 8	Employment	Google ODC Portage County - submit two questions you want to ask Danielle - bring questions to class	Guest Speaker Danielle Nystrom	
April 10	Employment	Readings in Canvas (Ch 6 Yamamoto and)		
April 14				

April 15	Assessment	Read Rowe, 2015 and Ch 2 Pulos and Martin		
April 17	Community Living	Thoma Ch 7		
April 21				
April 22	Recreation and Leisure	Thoma Ch 8		
April 24	Post-Secondary Ed	Readings in Canvas (Hamlet, 2014 and Ch 7 Brusnahan)		
April 28				Community Agency Assignment Due 11:59 PM
April 29	Writing the PTP	Transition Planning	Reading in Canvas	
May 1	Writing the PTP			
May 5				
May 6	Writing the PTP			PTP DUE
May 8	Course Wrap-up			
May 13 - May 17	Finals Week			Toolbox due MAY 16 at 11:59 PM

Student Expectations

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

- communicate via email with the professor
- attend class regularly
- come to class prepared
- participate in class activities
- turn in assignments on time

- ask questions and engage
- support classmates
- complete practicum hours
- reflect on yours and others practice

Technology

Canvas Support

UWSP contracts with Canvas for 24/7/365 support. Several support options are available to users.

Click on the help button (question mark) in the global navigation menu on the left side of the screen and select the support option that best meets your needs.

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

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community.

Unless we are using cell phones for a class activity, please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. 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. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website.

<https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

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

Technology Support

- Participate in the [Tech Essentials for Student Success \(TESS\)](#) program.
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - o IT Service Desk Phone: 715-346-4357 (HELP)
 - o IT Service Desk Email: techhelp@uwsp.edu

Grading Policies

Graded Course Activities

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:

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Group Chapter Lesson	Students will work in groups and create a lesson to present to the class based on an assigned chapter/topic	20/6%	1, 2, 3, 4
Family Education Program	Students will work in Groups to develop a family education program about a topic of importance to parents/caregivers.	50/14%	1, 4
IRIS Module	Students will independently complete an IRIS module and submit the assigned assessment questions	20/6%	2, 3, 5
Community Agency Assignment	Students will create a "Quick Guide" for parents on the agencies that presented in class plus one additional agency	25/7%	
Speaker Questions	Students will submit questions for the professional speakers	8/2%	2, 3

Postsecondary Transition Plan	Create a PTP based on a case study	20/5%	5
Transition Toolbox	The purpose of this assignment is to develop a resource that highlights transition resources for your future classroom. This is the Summative assessment for this course.	100/27%	2, 3, 4, 5
Attendance/ Participation	Attend class regularly and be on time. Students will earn participation points for in-class activities. With prior arrangements, these points can be made up.	120/33%	1, 2, 3, 4, 5
Total points	*I will preview assignments ahead of time with prior arrangements OR to allow you to resubmit assignments on a case-by-case basis	363/100%	

Late Work Policy

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. **Under extreme circumstances (i.e an emergency), an assignment can be turned in late for full credit if the student has obtained permission from me and the assignment is turned in on the agreed upon due date.**

To prepare you for the realities of teaching, IEP compliance, reporting periods, etc, **I will not accept an assignment after the due date if the circumstances are 1) not extreme or 2) not agreed upon ahead of time.**

*Letter Grade Assignment

Include an explanation between the relationship of points earned and final letter grade. An example grade scale is shown below. Faculty and instructors can set grade scales to best meet their course requirements.

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	96-100%
A-	90-95.99%
B+	87-89.99%
B	84-86.99%

B-	80-83.99%
C+	77-79.99%
C	74-76.99%
C-	70-73.99%
D+	67-69.99%
D	64-66.99%
D-	60- 63.99%
F	Below 60%

Student Support Resources

[Academic and Career Advising Center \(ACAC\)](#)

209 Collins Classroom Center (CCC)
 1801 4th Ave.
 Stevens Point, WI 54481
 715-346-3226
acac@uwsp.edu

[Counseling Center](#)

Delzell Hall
 910 Fremont Street
 Stevens Point, WI 54481
 715-346-3553
counsel@uwsp.edu

Mental Health Resources for Students

[Mantra Health](#)

Teletherapy & Telepsychiatry

- Diverse therapists
- After-hours availability
- Medication evaluations & prescriptions

[You@UWSP](#)

Self-help & Well-being Platform

Didi Hirsch Mental Health Services

24/7 Mental Health Support:

- Call or text: 888-531-2142
- [Start a chat session](#)
- Crisis care available

Dean of Students Office

2100 Main Street
Old Main, Room 212
Stevens Point, WI 54481-3897
Phone: 715-346-2611
DOS@uwsp.edu

***Equal Access and Disability Accommodations**

If you have a condition that may impact your learning and/or participation in course activities, please contact the [Disability Resource Center](#) (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests.

Please let me know if you have questions. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and drc@uwsp.edu.

Student Health Service

Delzell Hall
910 Fremont St
Stevens Point, WI 54481
715-346-4646

Tutoring-Learning Centers

Stevens Point Campus Tutoring-Learning Center

234 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3568
tlctutor@uwsp.edu

Marshfield Campus Tutoring-Learning Center

Library
2000 W. 5th Street
Marshfield, WI 54449
715-898-6036
roleary@uwsp.edu

Wausau Campus Tutoring-Learning Center

Library
518 S. 7th Ave
Wausau, WI 54401

715-261-6148
lorandal@uwsp.edu

Additional UWSP Policies

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

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

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of

another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe

physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone [\[list location in room or nearest your classroom\]](#). Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure at [\[list primary location for shelter closest to classroom,\]](#). See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a **fire alarm, evacuate the building** in a calm manner. 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 for details on all emergency response at UW-Stevens Point."

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have 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 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.

Inclusivity Statement

([Examples found here](#). Sample below from Lynn Hernandez, Brown University)

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it, please visit [the Dean of Students – Bias/Hate Incident Reporting website](#). 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 [\[insert condition here\]](#). All incomplete course assignments must be completed within [\[insert timeframe here\]](#).

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived,

must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

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

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.

- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).