

Educ 764: Curriculum & Instruction for Students with Disabilities Spring 2024 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.

Navigating 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: Nikki Logan, Ph.D.
Office: CPS 457
Email Address: nlogan@uwsp.edu
Office Hours: Mondays 9:30 am-10:55 am and 1:50 pm - 3:00 pm in CPS 457
Wednesdays 9:30am -10:55 am in CPS 457
Thursdays 8:30 am - 2:30 pm in Zoom
Zoom Information:
<https://wisconsin-edu.zoom.us/j/5487578503?pwd=bFdvbENKbHRsTTY0WE1KSkR5enl1QT09>
Meeting ID: 548 757 8503
Passcode: LOGAN

Lecture: Online

Course Information

Course Description: Analysis and application of effective curriculum and teaching practices for students with disabilities within the placement continuum. Practical application in an educational environment required.

Credits: 3

Prerequisite: Educ 351, Educ 551, or Educ 755; or Admission to Professional Education Program

Purpose and Description of Course

The purpose of this course is to further develop and discuss the utilization of appropriate classroom procedures, strategies, methods, curriculum, and materials for teaching students with learning, emotional, and intellectual disabilities along with other areas of exceptional educational needs. This course will allow students to research, question, understand and apply methods/strategies from the classroom and readings to individual and group work. The areas of focus will be to understand how to teach reading, written language, and mathematics to students with exceptionalities.

Standards Addressed in this Course

The objectives of this course follow the [Council for Exceptional Children Initial Teacher Preparation Standard](#) as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment. Students must receive a grade of C- or higher on each Signature Embedded Assessment in order to pass the course.

Council for Exceptional Children Initial Teacher Preparation Standards	Signature Embedded Assessment
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.	Exceptionalities Assignment *must earn 70% or higher to pass the course
CEC Standard 3 - Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Teaching Method/Curriculum Presentation *must earn 70% or higher to pass the course
CEC Standard 4 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	UbD Plan, Lesson Plan, Reflection *must earn 88% or higher to pass the class
CEC Standard 5 - Instructional Planning & Strategies. Beginning special education professionals select, adapt, and use a	UbD Plan, Lesson Plan, Reflection *must earn 88% or higher to pass the class

repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	
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Expected Instructor Response Times

- I will attempt to respond to student emails within 36 hours. If you have not received a reply from me within 36 hours please resend your email.
- I will attempt to grade work within 1 week, however longer written assignments may take me longer to read and assess.

Communicate with your Instructor

You can reach me via:

- Email is the quickest way to reach me at: nlogan@uwsp.edu
- I am also available to meet via Zoom.

Office Hours: Mondays & Wednesdays 9:45-10:45 am (CPS 457) and by appointment. Feel free to email me during office hours if you would like to meet in Zoom. Individual meetings can be arranged through an email request.

Communicate Clearly: Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

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

Textbook & Course Materials (Bibliography)

Required Text: Vaughn, S., & Bos, C.S. (2014). Strategies for teaching students with learning and behavior problems (9th ed.). Upper Saddle River, NJ: Pearson. **OR** Vaughn, S., & Bos, C.S. (2020). Strategies for teaching students with learning and behavior problems (10th ed.). Upper Saddle River, NJ: Pearson.

Course Learning Outcomes (CLOs)

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

Students will be able to:

- Implement teacher-directed instructional activities in a classroom setting with students who have been identified as having diverse learning needs.
- Write a lesson plan which includes evidence-based instructional strategies to meet the individual and diverse developmental needs of students with exceptionalities.
- Identify and explain specialized and general reading, writing, and mathematics methods and curriculum used in inclusive and specialized educational settings.
- Prepare a comprehensive instructional plan including backwards planning (UbD) components and a lesson plan for a student with an exceptionality.
- Read and analyze current research and programs in special education.

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

- Completing required readings.
- Collaborating with peers.
- Submitting all assignments.
- Watching recorded lectures.

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Attendance

This course is fully online with no synchronous (live) whole class meetings.

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.

Week #	Topics	Dates
Week 1	Welcome	Jan 22-28

	Exceptionalities Presentation Exceptionalities Review	
Week 2	Chapter 1 (Monitoring and Teaching for Understanding) Chapter 2 (Approaches to Learning and Teaching)	Jan 29-Feb 4
Week 3	Chapter 3 (Response to Intervention and Multi-Tiered Systems of Support)	Feb 5-Feb 11
Week 4	Chapter 6: Assessing and Teaching Oral Language	Feb 12-Feb 18
Week 5	Chapter 10 (Assessing and Teaching Content-Area Learning and Vocabulary)	Feb 19-Feb 25
Week 6	What is Curriculum? What is Scope and Sequence? What are Learning Progressions?	Feb 26-Mar 3
<p>Choose your configuration for the end of the semester</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> • Reading (Chapters 7, 8) • Writing (Chapter 9) • Math (Chapter 11) <p><u>Assignments</u></p> <ul style="list-style-type: none"> • Journal Article Review • UbD Plan, Lesson Plan, and Reflections • Teaching Methods Presentation 		
Week 7	Teaching Methods Presentation	Mar 4-Mar 10
Week 8	Curriculum & Methods Research Paper	Mar 11-Mar 17
Spring Break		
Weeks 9-10	UbD Stages 1, 2, 3	Mar 25-Apr 7
Weeks 11-12	UbD Planning Reflection & Lesson Plan	Apr 8-Apr 21
Week 13	UbD Instruction & Assessment Reflections	Apr 22-Apr 28
Week 14	Practicum Assignment Due	Apr 29-May 5
Week 15	Ubd Plan, Lesson Plan, Reflections, & Peer Response due	May 6-May 12

Final Exam Week	Work on Master’s Comprehensive Portfolio	May 13-May 19
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Student Expectations

Instructors and students should expect that the rigor and workload of a course held in the virtual classroom will be comparable to that of a face-to-face course. Virtual classroom course development and instruction also requires a significant time investment by instructors. Such courses often require greater time commitment for independent work from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced [Online Student Orientation](#) tool to prepare for online coursework.

Credit Hour Expectations: UWSP standards mandate that courses have a minimum requirement of 45 hours outside of class time for each one credit awarded.

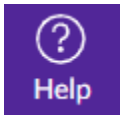
In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download documents from Canvas
- read documents online
- view online videos
- participate in online discussions
- upload documents to Canvas to submit an assignment
- participate in asynchronous online discussions

Technology

This course will be delivered through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Canvas Support

Click on the  button in the global (left) navigation menu and note

the options that appear:

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

All options are available 24/7; however, if you opt to email your instructor, she may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - printer
 - a stable internet connection (don't rely on cellular)

Protecting your Data and Privacy

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

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

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

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

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

Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - o IT Service Desk Phone: 715-346-4357 (HELP)
 - o 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*.

Graded Course Activities

Click the **Syllabus** link to see a chronological listing of assignments. Click the **Grades** link to see current grades. Overall assignments and accompanying points are listed on the Canvas **Homepage**.

Late Work Policy

Submit all assignments by the posted due date to the appropriate location by 11:59pm. Assignments turned after the due date will be accepted until the end of the semester without a point deduction. Please do your best to submit assignments on time. Submitting late assignments that have peer review components means you may not be able to earn points for addressing peer feedback, as peers are not required to review your late work.

Letter Grade Assignment

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

Grading Scale			
Percentage	Letter Grade	Percentage	Letter Grade

100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

School of Education Policies

Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course.

Participation

Students are expected to participate in all online activities as listed in Canvas.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points. Your instructor will update the online grades, typically within a week of the completion of an assignment. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Other Policies

Absences due to Military Service

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

Academic Honesty Policy & Procedures

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of

our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it. 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 the [University System Administrative Code, Chapter 14](#). For more information, see the [UWSP Student Conduct Process Website](#)

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. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a **fire alarm, evacuate the building** in a calm manner. Notify instructor or emergency response personnel of any missing individuals.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.”

Equal Access for Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If you suspect you have a disability or acquire a condition during the semester and you need assistance or if modifications are required due to a disability, please inform the instructor and contact the [Disability Resource Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Collins Classroom Center (CCC) room 106 and suite 108. For more information about UWSP's policies, visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

FERPA

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

Lecture materials and recordings for Education 755 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing,	Academic and Career Advising Center, 320	Dean of Students Office, 212	Counseling Center, Delzell Hall, ext. 3553.

Technology, Math, & Science. 018 Albertson Hall, ext 3568	Albertson Hall, ext 3226	Old Main, ext. 2611	Health Care, Delzell Hall, ext. 4646
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Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

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

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.

- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

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

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

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX

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

laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

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