 

COURSE SYLLABUS

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| BUS 329 |
| Project Management |
| Fall 2020 (2nd 8 Weeks) |

Course Prefix & Number

Course Name

Term

# Course Information

## Instructor Information

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| **Instructor:** | Jim Servi |
| **Office:** | 104C Wausau & CPS 413 Stevens Point |
| **Physical Office Hours:** | Virtual Office Hours Only |
| **Virtual Office Hours:** | 9:00 – 11:00 most Mondays or anytime it’s flexible for you |
| **Office Telephone:** | (715) 680-0149 |
| **E-mail:** | jservi@uwsp.edu |
| **Expected Instructor Response Time:** | 2 Business Days |

## Course Information

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| **Course Description:** | This course focuses on the competencies needed to effectively plan, lead, and execute a complex project including how to prepare a project proposal, identify key tasks, establish a schedule, build a project team, develop a budget, and assess risk. |
| **Credits:** | 3.0 |
| **Prerequisites:** |  |

## Textbook & Course Materials

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| **Required Text:** | Project Management: The Managerial Process, Erik Larson & Clifford Gray, McGraw Hill, 7th or 8th Edition, ISBN: 1259666093 & 9781259666094 |
| **Recommended Texts:** | None |
| **Other Readings:** | Assigned in Class |
| **Other Required Materials / Applications:** | Computer and reliable Internet access |

## Course Technology

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| **Course Website:** | UWSP Canvas |
| **Other Websites:** | None |
| **Course Delivery:** | Online |
| **Delivery Mode Changes:** | Changes to course delivery may occur at any time during the term to address public health and safety concerns. |
| **Canvas Support:** | Click on the HELP button (  ) in the global (left) navigation menu and note the options that appear:   * Ask Your Instructor a Question *Submit a question to your instructor*   + Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below. * Chat with Canvas Support (Student) *Live Chat with Canvas Support 24x7!*   + Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level. * Contact Canvas Support via email *Canvas support will email a response*   + Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your difficulty. * Contact Canvas Support via phone *Find the phone number for your institution*   + Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7. * Search the Canvas Guides *Find answers to common questions*   + Searching the [Canvas guides](https://community.canvaslms.com/docs/DOC-10701) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](https://community.canvaslms.com/docs/DOC-3891). * Submit a Feature Idea *Have an idea to improve Canvas?*   + If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.   Self-train on Canvas through the Self-enrolling/paced Canvas training course: <https://uws.instructure.com/courses/45767> |
| **UWSP Technology Support:** | The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit: [https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)  For technology instruction sheets, online support videos, and other related resources, go to: [https://www.uwsp.edu/online/Pages/Student-Support.aspx](https://www3.uwsp.edu/online/Pages/Student-Support.aspx)  The university also provides a Technology Tutoring service in which tutors meet with students one-on-one to provide technology assistance. To receive help of this nature visit**:** [https://www.uwsp.edu/tlc/Pages/techTutoring.aspx](https://www3.uwsp.edu/tlc/Pages/techTutoring.aspx)  Additional tools designed to help students taking online or hybrid courses can be found at: [https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx](https://www3.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx) |

# Learning Outcomes

## Course Goals

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| This class is intended to prepare you to effectively plan, lead, and execute a complex project including how to prepare a project proposal, identify key tasks, establish a schedule, build a project team, develop a budget, and assess risk. You will do this by analyzing your personal experience, learning from your classmates, and understanding the theories and principles behind project management. You will select a project to manage during class and begin putting these principles into place. |

## Course Learning Objectives

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| • Prepare a project proposal  • Identify key tasks that lead to successful project implementation  • Establish a project schedule  • Discuss how to effectively build and lead a project team  • Develop a project budget   * Assess project risk |

## Academic Unit

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

# Course Policies

## Attendance

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| Attendance is completely online. |

## Late Work

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| Late work will be assessed a deduction of 10% per day, up to 50%, unless pre-approved for a valid reason. |

## Etiquette/Netiquette

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| 3.3.1 General Policy Guidelines  Etiquette/Netiquette is a set of rules for behaving properly during on-campus/online components of a UWSP course. As the instructor, it is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of Etiquette/Netiquette are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of Etiquette/Netiquette and breaches thereof:  • Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.  • Side discussions (on-campus or online), listening to head phones, sleeping in class, and abusive language is considered disruptive behavior.  • No shouting, no profane language, no verbal or physical threats, no intimidation of any kind.  • Not arriving to class under the influence of any alcohol or drugs.  • Please come to class on time. Students should inform the instructor via email prior to class if he or she must arrive late or leave early.  • Cell phones, tablets, laptops, or any other electronic devices, while permitted in class, must be used in a way that is not disruptive to the class. Electronic devices are to be used only for note taking and to participate in class. Texting, checking social media, email, etc. is not permitted. If you are using technology inappropriately, you will be asked to put your device away for the remainder of the class session. If you or those around you appear severely distracted by an electronic device at any time, the instructor may ask you to show the content of your screen or to leave the classroom.  3.3.2 Penalties for Misconduct  The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment for others. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office. |

# Grading

## Grading Scheme

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

## Grading Notes (if provided)

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## Points Available

Managing a Project (30%)

~Project Proposal (5%)

~Schedule/Work Breakdown (5%)

~Resources/Budget (5%)

~Risk Assessment (5%)

~Presentation (10%)

On-line Discussion (30%)

Assignments (30%)

~Understanding of Project Management (7.5%)

~Assess a Current Project (7.5%)

~Project Team Assessment (Case Study) (7.5%)

~Project Management Concepts (7.5%)

Miscellaneous Assignments (ie. introductions, selecting project, etc.) (10%)

# Coursework Descriptions & Commentary

## Exams

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| There are no exams for this course. |

## Quizzes

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| There are no quizzes for this course. |

## Assignments/Course Schedule

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| **Assessments**  Managing a Project (30%)  ~Project Proposal (5%)  ~Schedule/Work Breakdown (5%)  ~Resources/Budget (5%)  ~Risk Assessment (5%)  ~Presentation (10%)  On-line Discussion (30%)  Assignments (30%)  ~Understanding of Project Management (7.5%)  ~Assess a Current Project (7.5%)  ~Project Team Assessment (Case Study) (7.5%)  ~Project Management Concepts (7.5%)  Miscellaneous Assignments (ie. introductions, selecting project, etc.) (10%)  **Class will be 100% Online**  **Week of October 26, 2020 – November 1, 2020**  Submit Online Class Introductions (Due November 1, 2020 by 11:59pm)  Review Course Schedule and Class Syllabus  Watch Instructor Introduction  Review Instructor’s Teaching Philosophy  Review Chapter 1: Modern Project Management  Review Managing a Project Assignment  **Week of November 2, 2020 – November 8, 2020**  Review Chapter 2: Organization Strategy and Project Selection  Review Chapter 3: Organization: Structure and Culture  Review Chapter 4: Defining the Project  Submit Understanding of Project Management Assignment (Due November 8, 2020 by 11:59pm)  Submit Video Test Run (Due November 8, 2020 by 11:59pm)  Begin Canvas Online Discussion Board (Due November 15, 2020 by 11:59pm)  **Week of November 9, 2020 – November 15, 2020**  Review Chapter 5: Estimating Project Times and Costs  Review Chapter 6: Developing a Project Schedule  Review Chapter 7: Managing Risk  Submit Assess a Current Project Assignment (Due: November 15, 2020 by 11:59pm)  Submit Managing a Project Proposal (Due: November 15, 2020 by 11:59pm)  Canvas Online Discussion Board (Due November 15, 2020 by 11:59pm)  **Week of November 16, 2020 – November 22, 2020**  Review Chapter 8: Scheduling Resources and Costs  Review Chapter 9: Reducing Project Duration  Review Chapter 10: Being an Effective Project Manager  Submit Project Team Assessment Assignment (Due: November 22, 2020 by 11:59pm)  Begin Canvas Online Discussion Board (Due November 29, 2020 by 11:59pm)  **Week of November 23, 2020 – November 29, 2020**  Review Chapter 11: Managing Project Teams  Review Chapter 12: Outsourcings: Managing Interorganizational Relations  Review Chapter 13: Progress and Performance Measurement and Evaluation  Canvas Online Discussion Board (Due November 29, 2020 by 11:59pm)  **Week of November 30, 2020 – December 6, 2020**  Review Chapter 14: Project Closure  Review Chapter 15: Agile Project Management  Review Chapter 16: International Projects  Submit Project Management Concepts Assignment (Due: December 6, 2020 by 11:59pm)  Submit Project Presentation on Canvas (Due December 6, 2020 by 11:59pm)  Begin Canvas Online Discussion Board (Due December 11, 2020 by 11:59pm)  **Week of December 7, 2020 – December 11, 2020**  Canvas Online Discussion Board (Due December 11, 2020 by 11:59pm)  Submit Project Management Plan/Managing a Project (Due December 11, 2020 by 11:59pm)  **Managing a Project (30%)**  As this assignment alludes to, you will be managing a project this semester, or rather planning a project that you will hopefully execute at some point in the future.  You will have three deliverables with this assignment – the project proposal (Due: November 15, 2020 by 11:59pm) the presentation (Due: December 6, 2020 by 11:59pm) and your actual project management plan/managing a project which includes all the items below (Due: December 11, 2020 by 11:59pm).  The first step is selecting a project and the project is your choice, pending approval. While they can be fictional, I’d prefer that it be something real to get a better understand of the concepts.  Here are some examples:   * Plan a conference or training event * Prepare to hold a two-day customer appreciation and product information/sales event. * Prepare for a major physical redesign/retooling of an assembly or fabrication department. * Research, purchase and install a new piece of equipment, computer system or software program. * Prepare to move an existing work force into a new office facility * Roll out a new program for your company * If you have another idea, please confirm with your instructor. I’ve had people use weddings, planning a party, building a house/cabin, and other unique personal ideas in the past as long as they encompass all the elements below.   Project Proposal (5%)  Create a proposal for your major project. Page 109/Snapshot from Practice 4.2 gives a nice format with their Scope Statement. Some criteria to make sure you include, as applicable, are the following:   * Include a statement of the problem or need. * Include a goal of the project. * Provide a description of the proposed approach to the problem. * Describe the work tasks involved in the project. * List the deliverables provided during the project. * Detail a schedule of the major tasks. * Describe how the work and resources will be organized to perform the project. * Include a list of resources (equipment and facilities) available for the project. * Provide an estimated cost of the materials used in the project. * Provide an estimated cost of using subcontractors and consultants. * Provide an estimated cost of equipment and facilities rental. * Provide an estimated cost of travel.   Schedule/Work Breakdown (5%)  There are several ways to represent this information, but the important part is that each major activity in the project is displayed, along with the sequence and duration of those activities, and who’s responsible. Chapter 6 gives several examples, with a Gantt chart which is always an effective way to display this information, and you can also create something in Excel. Page 187/Figure 6.11 gives a nice format and the only thing you’d need to add to this is who would be responsible at each one of these stages. Remember some key concepts here that some activities can run concurrently, while other depend on another to finish first. Also, be sure to identify your critical path.  Resources/Budget (5%)  Again, there a several ways to represent this information, but the important part is that all of your major resources are identified and have a cost associated with them that nests into the overall budget. Your budget must detail the resources required for the project (labor, materials, equipment, supplies, administrative expenses, overhead and profit), the actual cost of all resources required. Page 144/Figure 5.1 gives a nice format and you could just as easily create something similar in Excel. You’ll want to have as much accurate information to back up your budget (quotes, past projects, etc.) and you’ll have to think about how you’ll develop your budget. Top down where you start with a budget and allocate accordingly or bottom up where you get quotes and align costs with resource to determine what your budget will be.  Risk Assessment (5%)  It’s important to assess risk during the planning phase of any project, and then mitigate that risk whenever possible. Chapter 7 will give some insight on how to do that. I’d recommend using Figure 7.5 on page 220 as a guideline as you assess your major activities and the cost/time/scope/quality related to each one. Be sure to include risk mitigation for all potential risks.  Presentation (10%)  Presentations should be between 5-10 slides, approximately 5-10 minutes in length, and summarize all the key components of the project highlighted above. A couple tips for presentations - don't overload the slides if you can help it and don't read off the slides. Assume everyone will read along with you. Let the slides be an overview and use your notes to expand on the topics. Visuals, examples, and interaction with your audience helps a lot. Try to make it interesting. Here are a couple of other important items to consider:  • Contains a question slide with contact information - asks for questions and professionally answers them • Properly documents all references • Speaks clearly and confidently • Makes eye contact and relates with the audience  • Slides are easy to read and follow • Presentation uses images, charts, and diagrams as needed to properly convey the message  **On-line Discussion Participation (30%)**  For each discussion board you are expected to post and stay involved in the conversation at multiple times (at least three (3) times during the discussion board, one of which can be your initial responses). After providing your initial responses, you can choose to participate in all the threads or just one if you find that interesting. All of our discussion boards will run for two weeks – the first week will be for your initial responses to the questions and the second week will be for responses and classroom interaction. Therefore, you will be required to post on the discussion board each week.  The ideal post will contain the following:  • Contains a minimum of eighty (80) words, plus proper punctuation, and grammar  • Contains outstanding information and are made in time for others to read and respond (not on the last night before they are due)  • Delivers information that is full of thought, insight, and analysis  • Makes connections to previous or current content and real-life situations  **Assignments (30%)**  Please use an executive summary style format for all assignments. Executive summaries should be 1-2 pages single spaced, with the following information:  • Heading: include your name, date, course and assignment  • Introductory paragraph: (What will you be telling us?) Summarize the information.  • Body: (Tell us) Paragraph should support your topic and provide supporting details. This is where you would provide background and recommendations if applicable.  • Conclusion: (What have you told us?) Summarize the facts and insights, talk about impacts.  Your writing should be grammatical correct, use specific examples whenever possible, cite resources to avoid plagiarism, and relate to personal experiences and examples from class.  Assignment – Understanding of Project Management (7.5%)  Please describe your current understanding of project management and answer the following questions.  1) Describe your knowledge of project management and/or leading a project team.  2) Provide a personal example of a previous project that you have managed or worked on.  3) What were some of the successes/issues that you faced during the project?  4) What do you wish you would have known prior to starting the project?  5) Based on that, what do you hope to learn from this course that you can take with you?  This self-reflection is the start to your learning process. By identifying some of the gaps, you can now focus your attention on these areas.  Assignment – Assess a Current Project (7.5%)  Locate an article regarding a Current Project (resources - newspaper, magazine, or website). Provide an assessment using your outside perspective by answering the following questions, at a minimum. Please feel free to expand based on any topics we have learned or will be learning this semester.  1) How was the planning phase in this project? What areas did they do well and what areas could they improve? Please reference examples from your book and the discussion board whenever possible.  2) Is their project scope defined and how well does the actual project align with the scope?  3) If you were the project manager, would you do anything differently?  Assignment – Project Team Assessment (7.5%)  Read the attached case study and provide an assessment of the project team. Use this question as your overarching guideline - was the project team effective and why?  Some other questions to consider are the following:   1. Did the leader effectively manage the project team throughout the project lifecycle? 2. Was there anything they could have done differently in terms of team management? 3. What motivational strategies were used? 4. How did project leadership affect project resources and project success?   Assignment – Project Management Concepts (7.5%)  Prepare an 1-2 page executive summary on your thoughts and personal experiences with some of the concepts addressed in this course. Identify three project management concepts that are most meaningful to you from the textbook. State the concepts clearly and provide support for each of the concepts based on the readings and your personal experiences. (Cite each statement from the Text)  Your Project Management Concepts paper should include 3-4 citations to support your view as to why these concepts are meaningful to you. At least one of the citations should be from a resource other than our textbook. You may use articles found on the Internet, journals, management books, etc. for the additional resources. Each concept should be stated as a guideline or principle that can stand on its own and should be followed by discussion in support of the concept.  1. State the concept and underline.  Example: Groups are more likely to be effective when project managers act in a facilitative role by involving group members in decision-making. (text, pg. #)  2. Provide support for the concept by reference to readings and journal articles.  3. Provide support for the concept based on your personal experiences.  **Miscellaneous Assignments (ie. introductions, selecting project, etc.) (5%)**  Throughout the semester, I will have small assignments such as the introduction, selecting your project management idea, and just checking in on things. These are as close as you can get to free points as long as you get them completed by the deadlines. |

## Smiley Professional Events (or Pro Events)

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| There are no Pro-Events required for this course. |

# Schedule

## Dates and Deadlines

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| The instructor will provide a tentative course schedule in a supplementary file. All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here: [https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx](https://www3.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx) |

# Other Administrative Details

## ADA / Equal Access for Students with Disabilities

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| The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. Links to UWSP’s policies regarding ADA, nondiscrimination, and Online Accessibility (IT & Communication Accessibility) can be found at: [https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx](https://www3.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx)  UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.  If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365, email [datctr@uwsp.edu](mailto:datctr@uwsp.edu) or visit: [https://www.uwsp.edu/datc/Pages/default.aspx](https://www3.uwsp.edu/datc/Pages/default.aspx) |

## Inclusivity/Nondiscrimination Statement

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| It is the responsibility of the instructor to present materials and activities that are respectful of diversity, such that students from all diverse backgrounds and perspectives be well-served by this course. No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran’s status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715‑346‑2606 or visit: <http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx> |

## Religious Beliefs Accommodation

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

## Help Resources

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| This section offers help resources relating to academic tutoring, healthcare, counseling, and other matter of student wellbeing. For help recourse related to technology use, please see section 1.4 above.  The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715‑346‑3568 or visit: [https://www.uwsp.edu/tlc/Pages/default.aspx](https://www3.uwsp.edu/tlc/Pages/default.aspx)  If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715‑346‑4646 or visit: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>  The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: <http://www.uwsp.edu/counseling/Pages/default.aspx>  In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students.  The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>  UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at: [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx) |

## Emergency Response Guide

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| In the event of an emergency, follow UWSP’s emergency response procedures. For details on all emergency response procedures, please go to: <http://www.uwsp.edu/rmgt/Pages/em/procedures> |

## UWSP Community Bill of Rights and Responsibilities

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

## University Attendance Policy

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| In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university’s attendance guidelines can be found at: [https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx](https://www3.uwsp.edu/regrec/Pages/Attendance-Policy.aspx) |

## University Drop Policy

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

## Academic Honesty

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

## Grade Reviews/Appeals

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| A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university’s policies on non-academic misconduct can be found at: [https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx](https://www3.uwsp.edu/acadaff/Pages/gradeReview.aspx) |

## Non-Academic Misconduct

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| Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university’s policies on non-academic misconduct can be found at: [https://www.uwsp.edu/dos/Pages/stu-conduct.aspx](https://www3.uwsp.edu/dos/Pages/stu-conduct.aspx). |

## Confidentiality

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| Under FERPA, students cannot remain anonymous in a class. Students are permitted to know who else is in their class.  Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.  This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.  UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, go to: <https://www.wisconsin.edu/dle/external-application-integration-requests/>. Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Links to the Terms of Use and Privacy Polices for tool used at UWSP be found at: [https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx](https://www3.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx)  Here are steps you can take to protect your data and privacy:   * Use different usernames and passwords for each service you use * Do not use your UWSP username and password for any other services * Use secure versions of websites whenever possible (HTTPS instead of HTTP) * Have updated antivirus software installed on your devices   Additional resources regarding information security at UWSP can be found at: [https://www.uwsp.edu/infosecurity/Pages/default.aspx](https://www3.uwsp.edu/infosecurity/Pages/default.aspx).  It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful. |

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

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| Lecture materials and recordings for this class 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. |

## Sample Coursework Permission

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

## Revision Clause

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

## COVID-19

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| ***Face Coverings:***   * At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](https://www3.uwsp.edu/datc/Pages/default.aspx) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.   ***Other Guidance:***   * Please monitor your own health each day using [this screening tool](https://www3.uwsp.edu/C19DailyScreening). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).   + As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus. * Maintain a minimum of 6 feet of physical distance from others whenever possible. * Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room. * Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face. * Please maintain these same healthy practices outside the classroom. |