

# NRES 374 | 482 Schmeeckle Practicum

## Syllabus – Fall 2023

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### Course Information

#### Instructor Information

Chris McCart, C.I.T. Assistant Professor TNR 182 715-346-2076 <a href="mailto:cmccart@uwsp.edu">cmccart@uwsp.edu</a>	Griffin Bray Graduate Student Schmeeckle Reserve 715-346-4992 <a href="mailto:gbray324@uwsp.edu">gbray324@uwsp.edu</a>	Jim Buchholz Schmeeckle Director Schmeeckle Reserve 715-346-4992 <a href="mailto:jbuchhol@uwsp.edu">jbuchhol@uwsp.edu</a>	Melissa Ruether Schmeeckle Outreach Schmeeckle Reserve 715-346-4992 <a href="mailto:mruether@uwsp.edu">mruether@uwsp.edu</a>	Becca Franzen, C.I.T. Professor TNR 237 715-346-4943 <a href="mailto:becca.franzen@uwsp.edu">becca.franzen@uwsp.edu</a>
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- **Chris McCart's Availability:** Drop-in Mondays 1:00-2:00 @ Schmeeckle, Tuesdays 1:00-2:00 @ TNR 182, Wednesdays 11:00-12:00 @ TNR 182, Thursdays 9:00-10:00 @ 182 or email to schedule a zoom appointment.

#### Course Information

- **Description:** In practicum, you will become a member of the Schmeeckle Reserve team and gain practical, mentored experiences planning and implementing interpretive programs. NRES 482 is 6 credits, NRES 374 is 3 credits.
- **Workload:** For each credit, plan on a minimum of 3 hours per week, on average, of meetings, on-site preparation, off-site planning, and programs. Students in NRES 482 should plan ~18 hours per week; students in NRES 374 should plan ~9 hours per week.
- **Weekly Meeting:** Mondays 2:00-4:50 p.m. at Schmeeckle Reserve Meeting Room
- **On-Site Preparation Time:** Students in 374 schedule a minimum of two (2) on-site hours per week; students in 482 sign up for a minimum of four (4) on-site hours per week.
- **Candlelight Hike:** Friday, October 29<sup>th</sup>, 4:00-10:00 p.m.
- **To Be Arranged:** Coaching Sessions (3 for 374 & 482), Public Program (s) (1 for 374; 2 for 482), and Peer Assist/Eval/Coach Public Programs (2 for 374; 4 for 482).

#### Communication Guidelines

- **Preferred Methods of Communication** (in order of preference): Before, during, or after our Monday meetings, during office hours, or by zoom by appointment (email to schedule and receive link), or via university email to [cmccart@uwsp.edu](mailto:cmccart@uwsp.edu).
- **Email Guidelines:** Use your university email and a clear, concise description of your question and what you have done so far to answer your question. Include the entire thread of an ongoing email conversation. Include both McCart and Bray. If a question is complex, it is usually best to communicate in person.
- **Expected Instructor Response Times:** We usually respond to student emails within 24 hours during regular business hours and grade assignments within one week.
- **Communication Guidelines:** Be timely, specific, and clear. Listen actively. State what you think, feel, and want. Empathize during conflict. If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructors know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional.

#### Required Course Materials

##### Handed out during our first meeting:

- Expedition Journal
- Brochu, L. & Merriman, T. (2017). Certified interpretive guide training workbook (5th ed.). Fort Collins, CO: InterpPress.

##### Handed out in previous EE & I Courses:

- Buchholz, J., Lackey, B., Gross, M. & Zimmerman, R. (2015). *The interpreter's guidebook: Techniques for programs and presentations* (4<sup>th</sup> ed.). UW-SP Foundation.
- Buchholz, J. (n.d.). *NRES 369 Interpretive media lab tutorials*. UWSP Schmeeckle Reserve.

##### Available for purchase from Schmeeckle Reserve:

- Gross, M., Zimmerman, R., & Buchholz, J. (2006). *Signs, trails, and wayside exhibits: Connecting people and places* (3<sup>rd</sup> ed.). UWSP Foundation Press.

#### Course Learning Outcomes

By the end of practicum, the students will be able to...

- A. Plan, market, and implement thematic, organized, relevant, and engaging *interpretive programs*.
- B. Plan, design, and fabricate *interpretive media*.
- C. Collaborate with peers, supervisors, and stakeholders in a professional and productive manner while assuming different *leadership roles* and employing different *leadership skills* and developing your *signature style*.
- D. *Reflect on practice* through the lens of [Cultivating Genius](#), [Interpretation Standards](#), and [Certified Interpretive Guide](#).

### Assessment of Learning Outcomes

Categories and Assignments	Points	Outcome
<b>A. Interpretive Programs<sup>1</sup></b>	<b>350</b>	<b>A</b>
1. CIG Workbook	50	
2. Interpretive Program Outline (s)	100	
3. Dress Rehearsal (s)	50	
4. Program (s)	100	
5. Candlelight Character Program Individual Plan & Role	50	
<b>B. Interpretive Media<sup>2</sup></b>	<b>250</b>	<b>B</b>
1. Program Description (s)	50	
2. Program Facebook Post (s)	50	
3. Draft Media Plan (s) and Conceptual Rendering of Sign &/or Nature Note Video	50	
4. Revised Media Plan (s) and Draft of Sign &/or Nature Note Video	50	
5. Sign Fabrication & Final Media	50	
<b>C. Collaboration<sup>3</sup></b>	<b>200</b>	<b>C</b>
1. Leadership Project Plan Draft Character Program   Brochure   Trail Sign   Nature Note & Advice Video   Social Media	50	
2. Revised Leadership Project Plan	50	
3. Leadership Project Collaboration	50	
4. Professionalism	50	
<b>D. Reflection<sup>4</sup></b>	<b>200</b>	<b>D</b>
1. Individual Coaching Sessions	50	
2. Weekly Reflection Journal	50	
3. Self-Evaluation for Interpretive Programs and Media Projects	50	
4. Peer Evaluation & Peer Coaching	50	
<b>Total Possible Points</b>	<b>1000</b>	

### Course Structure

- Schmeackle Practicum is like a job: We use the Certified Interpretive Guide program to structure our “staff training.” We have weekly “staff meetings” on Mondays. “Staff” (aka students) have both on-site preparation and work-from-home time each week to complete a checklist of “work tasks” (aka assignments). There are both individual and group projects. Each group project will have a “designated leader.” “Staff” receive “assessments” (aka grades) and “coaching” (aka peer/instructor support).

### Attendance and Participation

- Preparation, on-time attendance, and participation are expected for Monday meetings, weekly on-site preparation time, individual coaching sessions, public programs, peer evaluation/coaching, and other scheduled Schmeackle Practicum sessions (Character Program, Project Meetings, Sign Fabrication). Contact the instructors well ahead of time if you will be absent and make arrangements to cover any responsibilities. During Schmeackle Practicum we view you as ambassadors of the nature reserve and have high expectations for how you represent Schmeackle and the university to the public.

### Certified Interpretive Guide Option

- **Certified Interpretive Guide (CIG) Option:** You have the opportunity to become a Certified Interpretive Guide as part of this course, but you must pay a \$35 student membership fee ([click here](#)) and, after a few days for the membership fee to process, a

<sup>1</sup> **Interpretive Programs:** All do Candlelight Character Program; 374 does one (1) in-person Interpretive Program; 482 does two (2).

<sup>2</sup> **Interpretive Media:** All complete Program Brochure and Facebook Post assignments. 374 completes Nature Note Video OR Interpretive Sign; 482 does both.

<sup>3</sup> **Collaboration:** 482 may select Designated Leader Role from more complex Character Program or Trail Sign Projects; 374 may select their Leadership Project from any remaining projects.

<sup>4</sup> **Reflection:** All students complete Self-Evaluation for each of their in-person and media projects. All participate in a minimum of three (3) coaching sessions with instructor. 374 students assist and peer-eval/coach one (1) public program; 482 assists and peer-evals/coaches two (2).

\$140 certification fee ([here](#)) to the National Association for Interpretation (NAI). This fee is non-refundable. You must earn 80% or better on the outline and program; if you get less than 80%, you can resubmit/redo. The resubmitted/re-presented item does not count in the course it only helps you complete the credential. This is a nationally recognized certificate that will put you ahead of your competition for internships, summer jobs, and full time employment.

## Weekly Schedule<sup>i</sup>

Week	Dates	Topics	Weekly Assignments: See calendar for specific CIG pages & Journal prompts due each week. See Canvas for grading rubric. Assignments typically due by the next Monday's Staff Meeting @ 2pm
1	Take Home Assignments & Scheduled Meeting	Practicum Orientation CIG Receive Journal, CIG Workbook, & Staff Shirt Goal Setting Program Brainstorming	<input type="checkbox"/> Email to set up Week 1 Orientation Meeting by emailing <a href="mailto:cmccart@uwsp.edu">cmccart@uwsp.edu</a> <input type="checkbox"/> Self-Enroll in Canvas Course: <a href="https://uwstp.instructure.com/enroll/NPEE6Y">https://uwstp.instructure.com/enroll/NPEE6Y</a> <input type="checkbox"/> Syllabus Canvas Quiz <input type="checkbox"/> Watch Advice Video <input type="checkbox"/> Watch I Am an Interpreter Video <input type="checkbox"/> Schmeckle Scavenger Hunt Assignment
2	Sept. 11 & Scheduled On-site Prep	CIG Orientation to Schmeckle Reserve Photos: Individual & Group Project Orientation	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal
3	Sept. 18 & Scheduled On-site Prep	CIG Project Orientation Schedule Part I	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal <input type="checkbox"/> <b>Leadership Project Draft Plan</b>
4	Sept. 25 & Scheduled On-site Prep	CIG Scheduling Wrap Up Project Orientation	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal <input type="checkbox"/> Deadline to register and pay for official NAI CIG certification: Register & Pay
5	Oct. 2 & Scheduled On-site Prep	CIG Dress Rehearsals Start Project Workshopping	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal <input type="checkbox"/> <b>Leadership Project Revised Plan</b>
6	Oct. 9 & Scheduled On-site Prep	CIG Dress Rehearsals Public Programs Start Project Workshopping	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal
7	Oct. 16 & Scheduled On-site Prep	CIG Dress Rehearsals Public Programs Project Workshopping	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal
8	Oct. 23 & 27 & Scheduled On-site Prep	<b>Candlelight Character Program</b> <ul style="list-style-type: none"> <li>10/23: Dress Rehearsal</li> <li>10/27: Performance</li> </ul> NO Public Programs this week	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal
9	Oct. 30 & Scheduled On-site Prep	CIG Character Program Debrief Project Orientation Project Workshopping MEEC Conference Nov. 2-4 Lacrosse, WI AEE Conference Nov. 2-5, Madison, WI	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal
10	Nov. 6 & Scheduled On-site Prep	CIG Project Workshopping NAI National Conf. Nov. 7-11, Little Rock, AK	<input type="checkbox"/> CIG workbook <input type="checkbox"/> Weekly Journal
11	Nov. 13 &	CIG	<input type="checkbox"/> CIG Workbook

	Scheduled On-site Prep	Project Workshopping	<input type="checkbox"/> Weekly Journal <input type="checkbox"/> Draft Media Plans
12	Nov. 20 & Scheduled On-site Prep	CIG Project Workshopping	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal
13	Nov. 27 & Scheduled On-site Prep	CIG Project Workshopping	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal <input type="checkbox"/> Revised Media Plan
14	Dec. 4 & Scheduled On-site Prep	CIG Media Dress Rehearsals	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal <input type="checkbox"/> Final Media (complete packaging)
15	Dec 11 & Scheduled On-site Prep	Advice Video for Spring 2023 Sign Fabrication Wrap Up & Celebration	<input type="checkbox"/> CIG Workbook <input type="checkbox"/> Weekly Journal
16	Finals Week Dec. 18-22	Finalize Sign Installation if needed	

## Technology

### Course Technology Requirements

- Access to Canvas:** We use Canvas to post the most current version of the syllabus, calendar, and supportive resources, and to submit some homework. View this website to see [minimum recommended computer and internet configurations for Canvas](#). You need a stable internet connection, and a good backup location should you have technical difficulties. Avoid relying on cellular.
- Access to Schmeeckle S Drive:** See Canvas for instructions on how to gain access to the Schmeeckle S Drive. Plan to use on-campus computers (either in Schmeeckle Media Lab or Campus computer labs) for best results.
- Access to a Printer:** You can print practicum-related items out at Schmeeckle.
- Legible:** For hand-written assignments, make sure your writing is legible or take the time to type and print.
- File Formats:** We are only able to review assignments that we can open and that are submitted as files (and not as links). Please check that you have submitted uncorrupted files in PDF, Word or PDF or get permission well ahead of the deadline for other formats. It is the student's responsibility to double check that the correct files were submitted and accessible.

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

### Technology Support

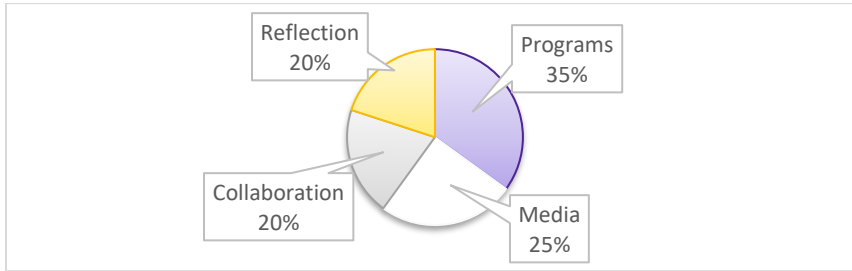
- Contact the [IT Service Desk](#) for technology issues. You can drop into the IT office located north of Dunkin Donuts, or call them at 715-346-4357 (HELP), or email them at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu). Consider the [Tech Essentials for Student Success \(TESS\)](#) program.

### Electronic Devices:

- As a courtesy to those enrolled in the course, I ask that you turn off all cell phones and other devices that may be a distraction to you, your classmates, and the instructor. Research supports greater retention via hand-written notes. If you wish to use an electronic device to take notes, please do so. However, if you are found to be using a device during class for any purpose other than note taking, approved accommodations, or viewing the class PowerPoints, then I will ask you to discontinue this use for the remainder of the semester. Thank you in advance for your professionalism.

## Grading Policies

### Grade Distribution



### Letter Grade Assignment

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

94 – 100% = A	87 – 89% = B+	80 – 83% = B-	74 – 76% = C	67 – 69% = D+	60 – 63% = D-
90 – 93% = A-	84 – 86% = B	77 – 79% = C+	70 – 73% = C-	64 – 66% = D	< 60% = F

- For students in NRES 482, your final grade will be an average of your CWES grade and your Schmeckle grade.

### Assessment Criteria

See Canvas Assignments for detailed instructions and grading criteria for each assignment. Assessments are aligned with [Course Learning Outcomes](#), required pre-requisite courses, [CIG Criteria](#), and [professional standards](#).

### Late & Public Program Work Policy

Late work is automatically deducted 1% per hour late. Missing a scheduled meeting or coaching session without appropriate communication will result in a lower professionalism score and in a zero for that coaching session score. If you do not demonstrate acceptable preparation on your public programs, the Schmeckle staff reserve the right to cancel your program with no opportunity to make up those points. Public programs that must be cancelled due to documented illness or emergency will be handled on a case-by-case basis. Exceptions to these policies are rare and usually require setting up special course [accommodations](#) ahead of time.

### Participation

On-time attendance, preparation, and participation are expected. Attendance is taken at the beginning of class. Tardiness, excessive breaks and/or electronics use that is distracting for other students can count as an absence. Your final grade can be dropped a full letter after every two unexcused tardies or absences.

### Regrade Request Form

To report a mistake in grading, complete and email this [Grade Revision Request Form](#) to the instructor no sooner than 24 hours after an assignment is graded and no later than two weeks after an assignment is graded.

### Viewing Grades in Canvas

Points earned are posted to Grades in Canvas, typically within one week of the due date. Click on the Grades link to view.

### Evaluation vs. Coaching

**Evaluation** is scoring performance. Performance criteria are listed in Canvas as outcomes, presentation evaluation forms, and rubrics. Feel free to ask for elaboration on scoring by stopping in office hours or visiting after class.

**Coaching** is individualized support focused on learning and growth. Coaching includes peer coaching and instructor one-on-one coaching. Additional coaching is available on request.

## Student Support Resources

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

209 Collins Classroom Center (CCC)  
1801 4<sup>th</sup> Ave.  
Stevens Point, WI 54481  
715-346-3226  
[acac@uwsp.edu](mailto:acac@uwsp.edu)

### [Counseling Center](#)

Delzell Hall  
910 Fremont Street

Stevens Point, WI 54481  
715-346-3553  
[counsel@uwsp.edu](mailto: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](mailto: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](mailto: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 4<sup>th</sup> Ave.  
Stevens Point, WI 54481  
715-346-3568  
[tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)

##### **Marshfield Campus Tutoring-Learning Center**

Library  
2000 W. 5<sup>th</sup> Street  
Marshfield, WI 54449  
715-898-6036  
[roleary@uwsp.edu](mailto:roleary@uwsp.edu)

##### **Wausau Campus Tutoring-Learning Center**

Library  
518 S. 7<sup>th</sup> Ave  
Wausau, WI 54401  
715-261-6148  
[lorandal@uwsp.edu](mailto: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 for providing reasonable accommodation 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 at 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:**

- 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.
  - (f) Assists other students in any of these acts.
- Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented that is contrary to the stated rules of the assignment; 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 work previously presented in another course without prior approval (known as "self-plagiarism"); 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.

#### **Artificial Intelligence Policy (AI)**

- Students need to cite the source of ideas that are not their own; this includes ideas generated by Artificial Intelligence. Here is how AI needs to be cited in this course:
  - **In-Text Citation:** "When given the prompt of \_\_\_\_\_, the ChatGPT generated text indicated " \_\_\_\_\_." (OpenAI, 2023; see Appendix A for the full transcript).
  - **Reference List:** OpenAI. (2023). *ChatGPT* (August 21 version) [Large language model]. <https://chat.openai.com/chat>.
- Use of AI for brainstorming is an appropriate use of this tool, but the source of unique ideas that are not your own need to be cited as above.
- Use of AI as part of the revision process to check your drafts for spelling, grammar, and writing clarity is an appropriate use of this tool if you review the output for accuracy.
- When in doubt about the appropriate use of AI in an academic setting focused on learning, please visit your instructor for prior approval.

## 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 1<sup>st</sup> 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 and Professionalism

- 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 integrity in your behavior in and out of the classroom.
- To provide more transparency on what is meant by "professionalism" the College of Natural Resources has prepared these [CNR Principles of Professionalism](#).

## 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**. There is a phone available on the first floor of Trainer Natural Resource Building and at the Visitor Center at Schmeeckle Reserve. Offer assistance if trained and willing to do so. Guide emergency responders to victims.
- 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](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms).
- In the event of a **fire alarm, evacuate the building** in a calm manner. Gather outside the nearest entrance 200 yards away from the building for a head count and further announcements.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) 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 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

- 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 kindly delivered suggestions are encouraged and appreciated.

## Incomplete Policy

- Under emergency/special circumstances, students may petition the instructor for an incomplete grade. An incomplete will only be assigned if a student has made sufficient progress in the course as evidenced by timely communication, regular attendance,



and submission of at least 50% of the assignments.

- An incomplete requires the student to meet with the instructor prior to the end of the semester to co-create a written plan for completion, including required deadlines for completion. Failure to follow the written plan immediately voids the agreement and the student will be scored based on work to date.

### 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](#).

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<sup>i</sup> **Syllabus and schedule are tentative:** As a small group this semester, we have flexibility. On September 18 & 25, we will finalize schedule for program dates, assisting dates, and dress rehearsal dates. The course calendar and this syllabus are kept updated in Canvas. Date of last revision: 09/24/2023.