The University of South Dakota  
Department of Anthropology and Sociology

ANTH/SOC 261 – Human Sexuality

Desire2Learn online course

Fall 2017 Syllabus

Instructor: Dr. Stephanie Spars

Undergraduate Credit Hours: 3
Lessons: 15
Discussions: 6
Quizzes: 8
Exercises/Activities: 4
Essays: 2

Required Text
Welch, Kelly J. THINK Human Sexuality, 1/E. Pearson, 2011

Your choice of:
or

And other assigned readings (which will be made available on the course website).

Course Prerequisites
None

Course Description
This course introduces the anthropological, biological, social and personal aspects of Human Sexuality. This introductory human sexuality course will discuss many multidisciplinary topics and research findings that have an influence on human sexuality, but our focus will be more on the anthropological aspects of human sexuality which encourages us to examine the full range of human sexual experience and attitudes across cultures and societies through history to today.
Topics covered include:

- Sexual research
- Cultural and theoretical perspectives
- Cross-cultural concepts and examples
- Values, religion and sexuality
- The concepts of sex and love
- Communication and intimacy
- Sexual anatomy and physiology
- The development of sexuality
- Sexual orientation and gender roles
- Sexuality and the law
- Coercive sexual behavior

Course Expectations

Successful completion of this course will enhance the student’s ability to:

- Dispel myths and anxieties related to knowledge, attitudes and behaviors about sexuality.
- Make informed choices based on his/her own needs, desires and values, rather than on elements such as guilt, fear, pressure or ignorance.
- Identify and explain the anatomical features and physiological functions of the male and female reproductive systems.
- Increase awareness of the origins of our society’s attitudes and of his or her own personal attitudes regarding sex.
- Increase his/her awareness of various sexual value systems, and further evolve one’s own value system.
- Discriminate between gender role and sexual orientation.
- Use critical thinking to evaluate social and cultural influences (i.e. popular media, stereotypes, and scholarly literature) on your sexual knowledge, values and behaviors.
- Incorporate scientific knowledge about the range of human sexuality into opinions your about the political and ethical aspects of sexuality
- Help students feel more at ease with thinking and talking about sex

Please Note: In this class, you will be exposed to images related to human sexuality, including images of genitalia and people engaging in sexual and health behaviors and sexual activity. Some of these images are contained in required readings, i.e. your textbook (Human Sexuality Today), other course materials and course documentaries, films and video clips. Please keep in mind that quizzes and exams will cover these materials.

Course Structure, Assignments, and Evaluation

The course structure follows the structure of the textbook. We will divide the semester into 15 Chapter Weeks, with Mondays as day 1 and Sundays as day 7.

Each Week I will expect you to follow the traditional textbook routine – read the chapters, ponder the issues, answer the questions, learn the key words – so that you gain some insight and understanding into the subjects under discussion. You will also need to on occasion view a film – don’t wait until the last moment to watch it in case of technical difficulties.
Summary and Assignments
Each week (in the course Content Section) is a document “Summary and Assignments”. This document outlines what needs to be done each week (such as reading assignments, exercises, online discussions, quizzes and videos) and weekly deadlines. It also highlights some of the main concepts from the chapter. There is no Extra Credit for the course.

I do not make assignment announcements. Make sure you read these documents.

Objectives and Activities
Along with the Summary and Assignments document, each chapter has a supplemental "Objective and Activities" document. This document contains additional points to ponder or an example/analogy and a link to a supplemental video to further illustrate ideas or concepts addressed in the text. Also included in the Objective and Activities document is a list of the learning objectives for each chapter, the key terms covered, and internet resources for further research.

Evaluation

• 2 Essays (25 each=50 total) ~16% of your grade will come from two research essays (one based on either Mead or Foucault and a second on assigned article 1). Essay 1 is due Week 11 (November 5) and Essay 2 is due the last day of classes (i.e. December 5). Check individual guidelines for essay-specific requirements.

Each Essay has a maximum score of 25 points. Although short, these papers should be a well-reasoned and presented discussion of the question or task. Two bits of important advice on how to approach the assignment: 1) this is your chance to earn grade points - offer ideas and reasoned opinions on the subject under discussion, not paraphrased content out of the book; and 2) write straightforward discursive text, with correct grammar and spelling — while I value creative writing, the goal here is to present your analysis and interpretation of the subject.

After comparing the class papers, I will score individual paper on several qualities, each with a maximum possible point total:
  • quality and originality of answer, logic and thoroughness of discussion/presentation, word count, and accuracy of grammar and spelling: 15 points;
  • inclusion of direct quotes and other information from the assigned article or book (e.g. Davis and Whitten; Mead; Foucault) in your discussion: 4 points; and
  • inclusion of direct quotes and/or information from two other external written sources (e.g., academic journals, edited volumes, websites (quality of website will also count toward the three points for this requirement (e.g. material from a site like yahoo.answers.com = 0 points) in your discussion: 3 points each = 6 points.

Grades and feedback will be available in the Essays grades area one-two weeks after submission.

• 4 Exercises (10 points = 40 total) - Students are required to write four reports over the supplemental activities. These websites/articles/exercises and subsequent short report will address a related theme in the textbook. Each report has a minimum 350 words (approximately one page). These are based on observations and answering the posed questions. They are not necessarily formal essays, but should be thorough. Grades and feedback will be available one-two weeks after submission.
6 On-line Discussion Board Assignments (10 points each=60 total) – Students are required to participate in online discussions with their classmates. I will post questions for you to respond to almost every other week. You will need to respond thoroughly to my questions (for a maximum of 5 points) by Thursday 11:59 pm (for maximum points possible) and then respond briefly to 1 of your fellow group’s posts no later than 11:59 pm (CT) on Sundays. This discussion board participation is worth up to 10 points each.

- In order to get your points, be sure your responses are of substance and do not wait until the last minute to make your posts.
- Be sure to check in with the discussion board frequently as the discussions may be helpful to your study of that week’s chapter.
- The idea is for you to take away sufficient information that you can go on the web and find resources that will help you with your task.

You should treat all communications in this class as you would in the business world. In other words, I expect communication to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the Online Student Handbook. The six discussion weeks will therefore score 60 points maximum. Feedback and grades will be returned within one week after the conclusion of the discussion topic. Grades and feedback can be found in the Grades section of the course and will be designated by “OLD#,” where the “#” will be replaced by the discussion number.

<table>
<thead>
<tr>
<th>Posting a response to instructor’s question by</th>
<th>Up to</th>
<th>Substantiveness of initial posting, minimum word count (250) and citing your textbook/assigned article</th>
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<tbody>
<tr>
<td><strong>Thursday</strong> @ 11:59 PM CT. <strong>Including the</strong></td>
<td>5 points</td>
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<tr>
<td><strong>Substantiveness of initial posting, minimum word</strong></td>
<td></td>
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<tr>
<td><strong>count (250) and citing your textbook/assigned article</strong></td>
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<tr>
<td>Posting a response to instructor’s question by</td>
<td>4 points</td>
<td><strong>Friday</strong> @ 11:59 PM CT. <strong>Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook/assigned article</strong></td>
</tr>
<tr>
<td>Posting a response to instructor’s question by</td>
<td>3 points</td>
<td><strong>Saturday</strong> @ 11:59 PM CT. <strong>Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook/assigned article</strong></td>
</tr>
<tr>
<td>Posting a response to instructor’s question by</td>
<td>2 points</td>
<td><strong>Sunday</strong> @ 11:59 PM CT. <strong>Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook/assigned article</strong></td>
</tr>
<tr>
<td>Responding to peer posting</td>
<td>1 point</td>
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<tr>
<td><strong>Substantiveness of peer posting response</strong></td>
<td>3 points</td>
<td><strong>Including citing your textbook/or assigned article</strong></td>
</tr>
<tr>
<td>Reading all other peer postings</td>
<td>1 point</td>
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An Important Note: Discussions can be a bit difficult, as you have to know something of the subject in order to discuss it (thus, the emphasis on reading each week’s chapter and doing some work in the online student learning center). With this in mind, you should not be surprised that certain answer types will get no grade points in discussions:
1. Simply parroting someone else’s statement (that is, using the same ideas/words as an answer – like a talking parrot does when you speak to it).

If you respond by simply agreeing/disagreeing, e.g.: “I agree/disagree with X’s statement that SD will always be mainly agricultural” and you don’t add any new information that is not in the original poster’s text, you get no grade points.

2. Merely copying the definition from the text.
For example, if you include the definition without any context or interpretation as to what it means, you don’t get any grade points for merely proving you have the text.

• 8 Quizzes (20 points each= 160 total) – Eight 20 point quizzes (multiple choice) will be given which cover the assigned readings and possible video for that week. The quizzes will be available for you to take on-line and must be completed within a 20 minute time period. Any quizzes that are not received within the 20-minute limit will receive a zero. You will have the departmental standard of one minute per question. These quizzes be open at 12:00am Thursday and will be due by 11:59pm (CT) on Sundays. To be successful on these quizzes you should have read the chapter, read any lecture notes and watched any videos assigned. Feedback and grades will be returned within one week after the conclusion of the quiz. Grades and feedback can be found in the Grades section of the course and will be designated by “Quiz#,” where the “#” will be replaced by the Quiz number. These are not open-book quizzes and you get one attempt.

To summarize: 1) participation points from six (6) online class discussions = 19%; 3) six (6) weekly quizzes=52%; four (4) exercises = 13%; and two (2) essays = 16%. Essay Feedback and grades will be returned within one-two weeks after the essay deadline. Grades can be found in the Grades section of the course and will be designated by “Essay X” with the "X" will be replaced by either a 1 or a 2. Past quizzes will be visible no later than one week after closing. For additional essay feedback, email me following the end of the deadline.

I do not offer Extra Credit in any form

Grading Scale (points): A (90-100%) = 310-279; B (80-89%) = 278-248; C (70-79%) = 247-217; D (60-69%) = 216-186; F (59% - <) = 185-0

Typical Week:

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Start of week. Reading assignments given. On-line discussion topic assigned and forum opened.</td>
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<tr>
<td>Tuesday</td>
<td>Open for independent work and discussion</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Open for independent work and discussion</td>
</tr>
<tr>
<td>Thursday</td>
<td>Quizzes open. Respond to initial On-line discussion posting for max points</td>
</tr>
<tr>
<td>Friday</td>
<td>Open for independent work and discussion</td>
</tr>
<tr>
<td>Saturday</td>
<td>Open for work</td>
</tr>
<tr>
<td>Sunday</td>
<td>All weekly assignments due by 11:59 CT Sunday night</td>
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</table>
### Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion/Exercise</th>
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</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>Sexual Life Now: Studying Sexuality and Sex</td>
<td>Ch.1 Articles 1 &amp; 2</td>
<td>Introduce yourself</td>
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<tr>
<td>August 21 - 27</td>
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<tr>
<td><strong>Week Two</strong></td>
<td>Knowing What We Know: Research and Theory</td>
<td>Ch. 2</td>
<td>Online Discussion 1</td>
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<td>Aug. 28 - Sept. 3</td>
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<td>Quiz 1 (Chapters 1 and 2)</td>
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<tr>
<td><strong>Week Three</strong></td>
<td>Female Anatomy Male Anatomy</td>
<td>Ch. 4 Ch. 5</td>
<td>Quiz 2 (Ch. 4 and 5)</td>
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<td>Sept. 4-10</td>
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<tr>
<td><strong>Week Four</strong></td>
<td>Gender Now</td>
<td>Ch. 3 Article 3</td>
<td>Online Discussion 2</td>
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<td>Sept. 11-17</td>
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<tr>
<td><strong>Week Five</strong></td>
<td>Becoming a Sexual Being:</td>
<td>Ch. 6</td>
<td>Quiz 3 (Ch. 3 and 6)</td>
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<td>Sept. 18-24</td>
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<td>Exercise 1</td>
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<td><strong>Week Six</strong></td>
<td>Sexual Orientation</td>
<td>Ch.7</td>
<td>Online Discussion 3</td>
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<td>Sept. 25 – Oct. 1</td>
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<tr>
<td><strong>Week Seven</strong></td>
<td>Pathways to Partnering: Love and Attraction</td>
<td>Ch.8</td>
<td>Online Discussion 4</td>
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<td>October 2-8</td>
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<td>Quiz 4 (Ch. 7 and 8)</td>
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<tr>
<td><strong>Week Eight</strong></td>
<td>Experiencing Sexuality in Relationships</td>
<td>Ch.10 Article 4</td>
<td>Exercise 2</td>
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<td>October 9-15</td>
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<tr>
<td><strong>Week Nine</strong></td>
<td>Sexual Arousal and Response</td>
<td>Ch.11</td>
<td>Online Discussion 5</td>
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<td>October 16-22</td>
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<td>Quiz 5 (Ch. 10 and 11)</td>
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<tr>
<td><strong>Week Ten</strong></td>
<td>Childbearing Plan/Prevent Pregnancy</td>
<td>Ch.12 Ch. 13</td>
<td>Quiz 6 (Ch. 12 and 13)</td>
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<td>Oct. 23-29</td>
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<tr>
<td><strong>Week Eleven</strong></td>
<td>Theory and Interpretation</td>
<td>Foucault or Mead book</td>
<td>Essay 1</td>
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<td>Oct. 30 - Nov. 5</td>
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<tr>
<td><strong>Week Twelve</strong></td>
<td>As We Age: Sexuality Through-Out Adulthood</td>
<td>Ch. 16</td>
<td>Exercise 3</td>
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<td>Nov. 6 - 12</td>
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<tr>
<td><strong>Week Thirteen</strong></td>
<td>Variations in Sexual Expression</td>
<td>Ch. 15 Article 5</td>
<td>Exercise 4</td>
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<td>Nov. 13 - 19</td>
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<td>Quiz 7 (Ch. 15 and 16)</td>
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<tr>
<td><strong>Week Fourteen</strong></td>
<td>Selling Sex</td>
<td>Ch. 18</td>
<td>Online Discussion 6</td>
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<td>Nov. 20 - 26</td>
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<td><em>Due Monday, Nov. 27th</em></td>
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<tr>
<td><strong>Week Fifteen</strong></td>
<td>Using Sex as a Weapon</td>
<td>Ch. 17</td>
<td>Essay 2 <em>Due 12/5</em></td>
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<tr>
<td>Nov. 27-Dec. 3</td>
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<td>Quiz 8 (Ch. 17 and 18)</td>
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</table>

**Finals week**

### Contacting the Instructor/Instruction Availability

If you may have questions or concerns, you can contact me by my USD email address or the course email (not the course pager): Stephanie.spars@usd.edu. I will be happy to respond and will do so within a reasonable time (from instantly to around 48 hours, depending on my schedule and my proximity to a computer). As this is an online course contact is solely through email or D2L.

### Study Suggestions

How can you successfully complete this course? The following guidelines will help you achieve your goals.
Read your syllabus. The lesson introduction and reading assignment are your “lecture” for a lesson. I suggest reading the introduction twice, before beginning your assignment and then once again after reading the chapter to help clarify key points.

Read each text assignment carefully. Many students find it helpful to take notes as they read and reread their assignments. In these notes, include any points that are unclear or about which you have questions. If you cannot find the answers to these questions, feel free to e-mail me.

Refer to outside sources such as books on art, dictionaries, encyclopedias, and the Internet to supplement your text and help you understand the course material.

Watch the class videos and video clips. The videos and clips are included to illustrate the concepts and themes covered in the textbooks by providing real-world examples – apply what you learn.

Ask questions by e-mail. Since we will not be meeting each week as we would in a course taken in residence, I cannot see the puzzled look on your face when a concept is unclear. Please feel free to ask me to clarify anything you do not understand.

Set aside time for the class. Online study courses require you to take the responsibility for completion of the course. This takes self-discipline and time. Set aside time each week to work on this course just as you would for a course take in residence. You will successfully complete this course once you make a commitment to it.

Technical Standards and Issues
To take the course successfully, you will need to use a computer with the appropriate technology to access D2L. Of course, if you are reading this now, you probably do! If you need other technological help, contact the ITS Help Desk at 877-269-6837, 605-658-6000, or through the HelpTicket system: https://apps.usd.edu/helpdesk/requests

Please remember that it is up to you to sort out any technological problems, so I would advise you to test the system as soon as you sign up so that you are ready to go on the first day of the semester. Just to give you a sense of balance, please be aware that the D2L system is not perfect either (e.g., see suggestions on the D2L site about using a Firefox browser if you have Internet Explorer 10+ on your computer, and comments about the server being either slow or down at certain times). So make sure in advance that you have the right computer and know the quirks of the system.

I also expect you to save and back up any files you create out of D2L for this course as you work on them. Your word processor will have several options for doing this. The simplest is to hit that little floppy disk icon (or other icon for saving a document) on your word processor now and again. You can usually recover a document that you have saved at least once, but if you have not saved a version, it’s gone (well, there are programs that will find data outside files on a hard drive)! We have all had the horror of computer hang-ups, crashes and other glitches, and so you are forewarned – no ‘virtual dog/cat ate my virtual homework’ excuses allowed.
University Course and Exam Policies
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Examinations
There are not any required exams for this course.

Early Alert and Deficiency Grades
University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings and/or received a grade of D or less on the midterm exam.

Instructor Initiated Drop
An Instructor Initiated Drop will take place if the student has not submitted required coursework as per the syllabus schedule. A student may also be dropped by the instructor for plagiarism or cheating as per College of Arts and Science policy.

Incomplete
The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. The student must have completed all course requirements except for the final examination to be considered for the grade of Incomplete. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

Course Evaluation
Students may be asked to evaluate the course using the institutional form as per the directives of the University.

Other Course Policies
I do not accept late submissions. If your request is due to extenuating circumstances which are medically related, you will be required to submit supporting documentation.

Policies and procedures covering this course are detailed in the Online Study Student Handbook.

University’s Academic Dishonesty Statement
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
• Allowed to rewrite and resubmit the assignment for credit.
• Assigned a reduced grade for the course.
• Reported to the program which the student is majoring and that department may take additional action
• Dropped from the course.
• Failed in the course.

Academic Dishonesty: acts of dishonesty, including, but not limited to, the following:

1. **Cheating, which is defined as, but not limited to, the following:**
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. **Plagiarism, which is defined as, but not limited to, the following:**
   a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
   b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.

3. **Other forms of dishonesty relating to academic achievement, research results, or academically related public service.**
4. **Furnishing information known or believed to be false to any institutional official, faculty member, or officer.**
5. ** Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.**
6. **Tampering with the election of any institutionally recognized student organization.**
7. **Claiming to represent or act in behalf of the institution when not authorized to represent or to act.**

**Goals of the South Dakota System General Education Requirements**

This class fulfills the following **Goals of the South Dakota System General Education Requirements:**

**SGR Goal 3, Social Sciences:** Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
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<tbody>
<tr>
<td>1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts;</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
</tr>
<tr>
<td>2. Apply selected social sciences concepts and theories to contemporary issues;</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
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</tbody>
</table>
3. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The origin and evolution of human institutions;</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
</tr>
<tr>
<td>5. The allocation of human or natural resources within societies;</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
</tr>
<tr>
<td>6. The impact of diverse philosophical, ethical or religious views.</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
</tr>
</tbody>
</table>

**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

**Disability Accommodation**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

**The Division of Continuing & Distance Education has the following student support services:**
For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook (see below). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.
The Division of Continuing and Distance Education (CE) also offers a comprehensive guide and other guides/aids to the many student services available to distance learners:

http://www.usd.edu/continuing-and-distance-education/student-resources.cfm


To access the course:
https://d2l.sdbor.edu/ or https://my.usd.edu/uPortal/f/welcome/normal/render.uP