

Instructor: Susan Turgeson, Ed.D., CFCS
Family and Consumer Sciences Associate Professor
302 CPS 715-346-2263 Susan.Turgeson@uwsp.edu

Office Hours: Monday 10:00 a.m. – 2:00 p.m.
Wednesday 11:00 a.m. – 3:00 p.m.
Other times by appointment -Individual meetings can be scheduled at [My Office Hours – Select a Meeting Day & Time](#)

*Student teacher observations may conflict with office hours. Be sure to confirm with me in advance.

Class Meeting Times: Section 01 Tuesday & Thursday 12:30 p.m. – 1:45 p.m.
Section 01F Asynchronous Online
Section 61F Asynchronous Online

Open Labs: Tuesday & Thursday evenings 4:00 p.m. – 8:00 p.m.
Other times as noted on tentative course schedule

Course Description: Develop and practice personal and work-based skills associated with the areas of clothing, textiles, and housing. Integration of curricular standards and instructional strategies for implementation in educational settings. *Access to a basic sewing machine is required.

Texts:

Clemons, S.A. (2021). *Interiors: design, process, and practice* (2nd ed). Goodheart-Willcox Company, Inc. **(Text Rental ISBN:978-1-64564-140-7)**

Shaw, K.A, Liddell, L.A. and Samuels, C.S. (2024). *Apparel: design, textiles & construction* (12th ed.), Goodheart-Willcox Company, Inc. **(Text Rental ISBN:978-1-68584-227-7)**

National Standards:

Area of study 11.0: Housing and Interior Design
Area of study 16.0: Textiles, Fashion and Apparel

NATEFACS:

1. Career, Community, & Family Connections
2. Consumer Economics & Family Resources
7. Curriculum Development
8. Instructional Strategies & Resources
9. Laboratory Management

Continuing Concern/Essential Question:

What should be done about providing Family and Consumer Sciences pre-service &/or practicing educators with base information and skills in the areas of clothing, textiles and housing?

Valued End:

Family and Consumer Sciences educators who can demonstrate skills and develop curriculum in the areas of clothing, textiles, and housing which may cause their students to take a more critical perspective to everyday life.

Course Questions:

1. What are the prevalent views in regard to clothing, textile, or housing curriculum?
2. What subject matter and processes should be included in clothing, textile, or housing curriculum?
4. What role do “skill” teaching and learning play in FCS curriculum?
5. What process is used for planning diverse teaching and learning situations in FCS curriculum?
6. What instructional skills and tools enhance learners’ abilities?

Grading:

Concept Analysis/Reflection	40%
Lesson Plan	15%
Projects	35%
*Grad students have addt'l course implementation project	
Quizzes	10%

Grade Distribution:

Grade Percent		Grade Percent	
A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%		
C+	77-79%		

Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade.

Expected Instructor Response Times:

I will attempt to respond to student e-mails within 24 hours. If you have not received a reply within 24 hours, please resend your e-mail.

If the question is not confidential or personal in nature and is a general course question, please post to the Course Q & A Discussion forum. I will post answers to all general questions there so that all students may view.

I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Student Expectations:

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

- Read documents online
- View online videos
- Participate in online discussions
- Communicate via e-mail
- Construct projects according to directions
- Download and upload documents to the LMS

Inclusivity Statement:

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

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it, please visit [the Dean of Students – Bias/Hate Incident Reporting website](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Electronic Devices:

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. To reduce distraction and as a courtesy to other members of class, please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Course Requirements:

- 1) Concept Analysis/Reflection(40%):** This is an important part of the work for this course. Discussions will take place both in person and through Canvas. You will be expected to come to all class meetings having read and thought about the reading assignment so that you will be able to ask questions, to give examples, and to actively participate in group activities. Students will reflect upon class discussions, readings, assignments, and past experiences. Reflections will be submitted to Canvas.

- 3) Lesson Plan (15%):** You will gain experience planning and organizing Family and Consumer Sciences curriculum by developing a lesson plan during the semester.

- 4) Projects (35%):** Project work will consist of application of information and skills. Textile and housing projects will be assigned and evaluated. Modifications available based upon skill level.
*Graduate students, in consultation with the instructor, will develop a project of their choosing for implementation in a FCS course.

- 5) Quizzes (10%):** Brief assessments of content knowledge will occur throughout the course. Students will complete through Canvas.

Late Work Policy:

Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and “deliverables” of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the semester. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. **Late work will not be accepted after Dec. 8.**

Understand When You May Drop This Course:

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.

Technology Support:

Canvas

This class uses Canvas, UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in assignments. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

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.

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

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to a stable internet connection (don't rely on cellular)

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. IT provides a [list of UWSP approved tools](#).

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

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

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





















IT Assistance

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























****A tentative course syllabus is provided. I reserve the right to make changes as the semester progresses.**

FCS 340/540 : Clothing & Textiles & Housing
University of Wisconsin-Stevens Point **Fall 2023**















FCS 340/540 Outline: Tentative course schedule

Topic	Reading & Assignments
<p>Week 1/2 Sept 5-16</p> <p>Intro course and national & state standards Value of Interior Design Human needs & influences</p> <p> <u>Page 12&13</u> of the text discuss human needs that the design of interior spaces should accommodate. Compare these needs with <u>Maslow's Hierarchy of Needs</u>. Give some examples of how housing helps people meet their needs. What space(s) in your home fulfill your psychological needs and why?</p> <p>What other factors influence housing and design choices? How can your knowledge be used to impact decisions about housing & design in your family, workplace, and community?</p> <p>Submit your initial post by Wednesday, 9/6 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 9/10 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p> National & State Stds</p> <p> PPT-Housing Six Factors</p> <p> <i>Interiors</i> Ch 1</p> <p> Video clips-Tiny Houses, Affordable Housing</p> <p> Discussion due 9/10</p>
<p>Week 3 Sept 17-23</p> <p>Design Process Principles of design Color & Light</p> <p> After reading the text Interior Design chapters 7-9 and watching the videos Design 1: The Elements and Design 2: The Principles, write a 1-page reflection and submit to Canvas by 11:59 p.m. on 9/24</p> <p>Respond to the following: Why do we need to be aware of the effects of the elements and principles of design? How do these impact the personal preferences that you have? Select a picture (magazine, internet, personal photo) of a room that you like and explain which of the principles of design play the most important role in your decision and why. Include the picture with your reflection. How can you use this information in your professional future?</p>	<p> <i>Interiors</i> Ch 7</p> <p> <i>Interiors</i> Ch 8</p> <p> <i>Interiors</i> Ch 9</p> <p> Design 1: The Elements</p> <p> Design 2: The Principles</p> <p> Complete Quiz (Ch. 7, 8, 9 and Design videos) by 9/24</p> <p> Reflection due 9/24</p>
<p>Week 4 Sept 24-30</p> <p>Design Through the Ages Human Impact Visual Communication: Drawings, Renderings, and Models Floor Plans</p> <p> Why is it important to understand historic periods and styles? How does the exterior of a home influence the interior design? <u>Chart of American House Exteriors</u> Considering the Principles of Universal Design (pg.75), are there certain styles that</p>	<p> <i>Interiors</i> Ch 10</p> <p> <i>Interiors</i> Ch 3</p> <p> <i>Interiors</i> Ch 13,14, & 15</p> <p> Housing Styles</p> <p> PPT-Traffic Patterns & Floor Plans</p>

















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	<p>present more challenges to achieving the 7 principles? Explain. Which styles are your personal preference and why?</p> <p>Submit your initial post by Wednesday, 9/27 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 10/1 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	 Floor Plan Evaluation due 9/28  Discussion due 10/1
<p>Week 5 Oct 1-7</p>	<p>Materials & Finishes Furnishings & Accessories</p> <p>Lesson Plan (due 10/31) and Housing Final Project (due 12/18)</p> <p> After reading Chapters 11- 14 in the text and exploring the Apps Design Home and Redecor, write a 1-page reflection and submit to Canvas by 11:59 p.m. on 10/8.</p> <p>Respond to the following: How do the Apps incorporate various materials and furniture styles into the designs? What trends have you recognized regarding furnishing and accessories? What impact (positive and negative) can accessories have on a room design? What suggestions would you have for improvements to the Apps? How has this information influenced you personally? How might you use this information in a classroom setting? Be sure to explain your reasoning and use specific examples to support your responses.</p>	 <i>Interiors Ch 11</i>  <i>Interiors Ch 12</i>  Interior Design Project: Furniture Styles  Design & Home APPs  FCCLA STAR events  Complete Quiz (Ch 11-14) by 10/8  Reflection due 10/8
<p>Week 6 Oct 8-14</p>	<p>Meeting human needs Influences on choices</p> <p> After watching the videos Reading Blue Jeans: Clothing & Culture and Fashion Frenzy: 100 Years of Clothing History and reading through the guide for Reading Blue Jeans, reflect on how you might use the information in your own classroom.</p> <p>What other activities might you incorporate and how would you extend the learning for your students? Share some ideas for lessons and other resources.</p> <p>Submit your initial post by Wednesday, 10/11 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 10/15 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	 PPT-Culture & Customs  <i>Apparel – Ch 1,2, & 21</i>  Reading Blue Jeans: Clothing & Culture  Fashion Frenzy: 100 Years of Clothing History  <i>Apparel – Ch 3</i>  Fashion APPs  Discussion due 10/15
<p>Week 7 Oct 15-21</p>	<p>Clothing terms Fibers and fabrics</p> <p> After reading , watching the video-Clothing Fibers and reviewing Alternative Materials, write a 1-page reflection and submit to the Canvas by 11:59 p.m. on 10/22.</p> <p>Respond to the following: Which of the fiber characteristics on page 150 in Chapter 9 are most important to you when selecting clothing? Which matter the least? Of the alternative materials</p>	 <i>Apparel – Ch 9,10, 11, & 12</i>  Clothing Fibers (video)  Alternative Materials

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	<p>mentioned, which seems to hold the most promise for the textile industry? Are you aware of other materials that might be utilized? What are some of the benefits and challenges of using these materials?</p> <p>How has this information influenced you personally? How might you use this information in a classroom setting?</p> <p>Be sure to explain your reasoning and use specific examples to support your responses.</p>	 Complete Quiz (Fibers and Fabrics) by 10/22  Reflection due 10/22
<p>Week 8 Oct 22-28</p>	<p>Machine/equipment introduction Fabric field trip? – October 24</p> <p> After reading the article "Clothing and Textiles: Reinforcing STEM Education Through Family and Consumer Sciences Curriculum", reviewing the PPT "FCS is STEM", the 5 Minute Activities for Fashion & Technology samples, and the FCS and STEAM links, discuss the key related concepts.</p> <p>Why should family and consumer sciences teachers reinforce STEAM concepts in their clothing and textiles curriculum? How can FCS teachers utilize inquiry-based instruction and integrate STEAM standards? How would you advocate for clothing and textile classes to administrators, parents, and students?</p> <p>Submit your initial post by Wednesday, 10/25 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 10/29 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p> Got a Notion to Sew  Apparel – Ch 14</p> <p> Article-Reinforcing STEM through FCS  PPT-FCS is STEM</p> <p> Discussion due 10/29</p>
<p>Week 9 Oct 29-Nov 4</p>	<p>Machine operation Sewing machine license</p>	<p> Apparel – Ch 16 & 18  Lesson due 10/31</p>
<p>Week 10 Nov 5-11</p>	<p>Machine operation/project work Envelope pillow (measuring, straight stitching, pivot, zig zag or serge) Pillowcase (seam allowance, French seams, topstitching) Service learning</p> <p> What are some ways that FCS teachers can incorporate service learning in housing, textile, and clothing courses? Share some examples and explain why you might choose a particular project for one of your classes. Submit your initial post by Wednesday, 11/8 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 11/12 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p>Optional lab 11/7 11-12:15 11/9 2-3:15</p> <p> Discussion due 11/12</p>
<p>Week 11 Nov 12-18</p>	<p>Machine operation/project work Hot pads (use of batting/Insul-Bright, binding options, stitch-in-the-ditch) Entrepreneurship</p>	<p> Apparel – Ch 26  Complete Quiz (Equip ID) by 11/19</p> <p>Optional lab 11/14 11-12:15 Optional lab</p>

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<p>Week 12 Nov 19-25</p>	<p>Machine operation/project work Apron (patterns, curves, turning ties, basting)</p> <p> After watching the 8 min video " How to Dress for Your Body Type", and reviewing Dressing for Your Body Shape, 5 Surprising Findings About How People Actually Buy Clothes and Shoes, and 7 Factors that Influence the Buying Decision of a Fashion Consumer, and reading Chapter 19 discuss the following questions: Choosing what to buy and where to buy it are important consumer decisions. Which factors have the greatest and least influence on you? What should you be aware of when making a purchase?</p> <p>Why should an individual consider body type when styling? According to the video and StitchFix website, what are some tips that might be beneficial to you? What other resources or activities might you utilize to extend this topic for your students?</p> <p>Submit your initial post by Wednesday, 11/22 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 11/26 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p> <p>NO CLASS THURS Nov. 23 – THANKSGIVING BREAK</p>	<p>Optional lab 11/21 11-12:15</p> <p> Apparel – Ch 19, 20 & 22</p> <p> How to Dress for Your Body Type</p> <p> Dressing for Your Body Shape</p> <p> 5 Surprising Findings About How People Actually Buy Clothes and Shoes</p> <p> 7 Factors that Influence the Buying Decisions of a Fashion Consumer</p> <p> Discussion due 11/26</p>
<p>Week 13 Nov 26-Dec 2</p>	<p>Machine operation/project work</p>	<p> Pillowcases and Hot Pad due 11/30</p>
<p>Week 14 Dec 3-9</p>	<p>Machine operation/project work Zipper bag (fusible fleece, quilt as you go, zippers)</p>	<p>Optional lab 12/5 2-3:15</p> <p> Apron due 12/7</p>
<p>Week 15 Dec 10-16</p>	<p>Hand stitching (basic stitches, embroidery, sewing a button) Redesign, Repair, & Recycle</p> <p> After reviewing the resources related to <u>Recycling and Redesign</u> and reading through the FCCLA STAR Event - Repurpose and Redesign, discuss how you might incorporate this topic in your classes.</p> <p>How could you inspire students to tackle the STAR event? What are some of your favorite ideas for items made by recycling/redesigning? Share links and let's see how many different ideas we can come up with!</p> <p>Submit your initial post by Wednesday, 12/13 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 12/17 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p> Apparel – Ch 23</p> <p> FCCLA STAR events</p> <p>Optional lab 12/12 11-12:15 12/14 2- 3:15</p> <p> Complete Quiz (Consumerism) by 12/17</p> <p> Discussion due 12/17</p>
<p>Week 16 Dec 17-22</p>	<p>Machine operation/project work</p>	<p>Optional labs TBD</p> <p> Zipper bag and Handstitching due 12/21</p>
<p>Monday, Dec 18</p>	<p>Final 2:45 p.m. 4:45 p.m.</p>	<p> Housing Project Presentation</p>

Netiquette Guidelines

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

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

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

Adapted from:

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

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

Other Campus Policies:

Attendance

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

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

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

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

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

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;

- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Clery Act

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

Commit to Integrity

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

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](#).

Drug Free Schools and Communities Act

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

Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure. Emergency management provides [floor plans showing severe weather shelters on campus](#). Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a **fire alarm, evacuate the building** in a calm manner. Meet outside of Champions Hall across the street. Notify instructor or emergency response personnel of any missing individuals.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- See [UW-Stevens Point Emergency Procedures](#) for details on all emergency response at UW-Stevens Point.

FERPA

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

Intellectual Property

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.

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](#).

Student Resources

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

209 Collins Classroom Center (CCC)

1801 4th Ave.

Stevens Point, WI 54481

715-346-3226

acac@uwsp.edu

[Counseling Center](#)

Delzell Hall

910 Fremont Street

Stevens Point, WI 54481

715-346-3553

counsel@uwsp.edu

Mental Health Resources for Students

[Mantra Health](#)

Teletherapy & Telepsychiatry

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

[You@UWSP](#)

Self-help & Well-being Platform

Didi Hirsch Mental Health Services

24/7 Mental Health Support:

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

[Dean of Students Office](#)

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

[Equal Access and Disability Accommodations](#)

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

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

[Student Health Service](#)

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

[Tutoring-Learning Center \(TLC\)](#)

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four tutoring services:

- Academic Coaching: Build skills in studying, time management, test-taking, online learning, & more.
- Course Content: Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.

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- Reading/Writing: Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.
- Tech Essentials: Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

To make an appointment, students can self-schedule using Navigate, contact us at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234.

[Stevens Point Campus Tutoring-Learning Center](#)

234 Collins Classroom Center (CCC)

1801 4th Ave.

Stevens Point, WI 54481

715-346-3568

tlctutor@uwsp.edu