

**Instructor:** Susan Turgeson, Ed.D., CFCS  
Family and Consumer Sciences Associate Professor  
302 CPS 715-346-2263 [susan.turgeson@uwsp.edu](mailto: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](#) (link available through Canvas)

Use as an opportunity to connect with me, ask clarifying questions, & find support 😊

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

**Class Meeting Times:** Tuesday & Thursday 2:00 p.m. – 3:15 p.m.

**Text:** Alexander, K. L., and Holland, A. K. (Eds.). (2020). *Teaching Family and Consumer Sciences in the 21st century*. 3<sup>rd</sup> ed. Curriculum Center for Family and Consumer Sciences ISBN: 978-1-953248-008

**(Purchase from CCFCs at Texas Tech using form)**

\*please use the following link to sign the user agreement and create your Blackboard account,  
[Teaching Family and Consumer Sciences in the 21stCentury, User Agreement and Blackboard Access Form](#)

Johnson, J.M. & Fedje, C. G. (1999). *Family and Consumer Sciences Teacher Education: Yearbook 19. family and consumer sciences curriculum: toward a critical science approach* Glencoe/McGraw-Hill.  
**(Rental)**

### Course Objectives:

Students will be able to:

1. Recognize critical thinking/practical reasoning as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take **(Std #5)**
2. Demonstrate an understanding of learning theory by applying it to learning strategies in lesson plans
  - a. Justify the importance of including hands-on activities in demonstration of knowledge & skills **(Std #9)**
  - b. Consider basic human needs, human development, relationships, and family dynamics to support students' high academic achievement **(Std #11)**
3. Utilize a critical science approach to curriculum development
  - a. Design curricula that reflect the integrative nature of FCS content **(Std #7)**
  - b. Critique methods, materials, technologies, and activities as related to lesson goals **(Std #8)**
4. Plan instruction that supports students in meeting learning goals
  - a. Apply career, community, and family concepts in curriculum and instructional planning **(Std #1)**
  - b. Develop and justify curricular choices that meet the needs of all learners **(Std #7)**
5. Engage in ethical professional practice through civic engagement, collaboration with other professionals, and ongoing professional development **(Std #12)**

### Course Questions:

1. How does the Body of Knowledge impact Family and Consumer Sciences Education curriculum?
2. What subject matter and processes should be included in Family and Consumer Sciences Education curriculum?
3. How might a diverse Family and Consumer Sciences Education curriculum developed and organized?
4. How could the intellectual skill of practical reasoning be utilized by families and professionals?

5. How does learning theory relate to student learning?
6. What role does conceptual teaching and learning play in Family and Consumer Sciences Education curriculum?
7. How can one plan for diverse teaching and learning situations in Family and Consumer Sciences Education?
8. What instructional skills and tools might enhance learners' intellectual abilities?
9. How can engaging in professional development influence one's practice?

**Course Requirements:**

1. **Concept Analysis/Discussion:** This is an important part of the work for this course and will be **20%** of your grade. You will be expected to come to class 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.
2. **Reflections & Written Assignments:** You will be asked to reflect upon class discussions, readings, assignments, past experiences, and provoking questions. These reflections will be **25%** of your grade.
3. **Teaching/Learning plan:** You will gain experience in planning and organizing Family and Consumer Sciences education curriculum by completing a teaching and learning plan during the semester. This will be **30%** of your final grade and is due by **May 3**.
4. **Classroom Observations:** You will observe two (2) lab experiences in a middle or high school FCS classroom. These observations are **15%** of your final grade.
5. **Professional Development Activities:** You must earn **10** professional development points during the semester. A variety of actions and/or organizations are desired. All points should NOT be from the same type of activity. Summary report due **May 5**. This is **10%** of your grade. Points can be earned in the following ways:

| <u>Points</u> | <u>Action</u>   |
|---------------|---|
| 4             | Current membership in National organization (e.g. AAFCS/NCFR/ACTE)                      |
| 4             | Participation in a National Conference (e.g.AAFCS/NCFR/ACTE)                            |
| 3             | Present or evaluate at a FCCLA or HOSA event  |
| 3             | Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)<br>(Note: WAFCS 3/3-3/4) |
| 3             | Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR, WICFR)                   |
| 1             | Membership in a State organization (e.g.WAFCS/WFCE/WICFR)                               |
| 1             | Membership in local student chapter (e.g. SPAFCS/UCFR)                                  |
| 1             | Participation in professional organization activities / service projects                |
| 1             | Participation in professional development and training (e.g. webinars, CEU Cert.)       |
| 1             | Participation in regular student organization meetings (e.g. SPAFCS/UCFR)               |

**Grading Plan:**

|                             |     |
|-----------------------------|-----|
| Concept Analysis/Discussion | 20% |
| Reflections/Written Work    | 25% |
| Teaching/Learning Plan      | 30% |
| Classroom Observations      | 15% |
| Professional Development    | 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%  | F     | < 60%   |
| C+    | 77-79%  |       |         |

**Note:** You will have the opportunity to make revisions to any written work to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted no later than **May 6**.

**Incomplete Policy:**

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

**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.

**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
- Observe in professional settings
- Communicate via e-mail
- Download and upload documents to the LMS
- Keep information confidential - 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.

**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.

**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 2<sup>nd</sup> negotiation will result in reduced credit. **Late work will not be accepted after May 6.**

**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.

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

## Tentative Course Schedule:

| Date     |         | Topic  | Reading and/or Assignment Due  |
|----------|---------|--|--|
| January  | 25      | Introduction & Critical Thinking                                       | View presentation and <b>take quiz</b>   |
|          | 27      | Perceptions of FCS education   | Chapter 1 ebook  |
| February | 1       | Meaning and Planning of Curriculum                                     | Yearbook Chapter 1 & 2, Executive Summary, and Curriculum Development; <b>Reflection #1 due</b>      |
|          | 3       | Critical Science Approach<br>Continuing Concerns & Practical Reasoning | Yearbook Chapter 7, 8, & 11; Chapter 3 & 4 ebook; webinar-High Level Thinking                        |
|          | 8       | Work of the Family & Family Systems of Action                          | Read Chapter 9 & 10  |
|          | * 10    | (continued)  | <b>Practical Reasoning due</b>   |
|          | 15      | Planning for Instruction   | Chapter 6 ebook; Nat'l and State Std.  |
|          | 17      | (continued)  |  |
|          | 22      | Learning Theories  | Chapter 9 ebook  |
|          | 24      | Teaching Diverse Learners & Learning Styles                            | Chapter 17 ebook; articles – Student Choice  |
| March    | 1       | Course Planning  |  |
|          | * 3     | (continued)  | <b>Rough draft of section I of TLP</b>   |
|          | 8       | Methods and Strategies   | Chapter 11 ebook   |
|          | 10      | (continued)  | Creative Strategies Handbook   |
|          | 15      | Lab Management   | Chapter 12 ebook; Leading in the Lab PPT/webinar   |
|          | 17      | (continued)  | <b>Reflection #2 due</b>   |
|          | 22 & 24 | <b>Spring Break - No Classes</b>                                       |  |
|          | 29      | Questioning  | <b>Section I of TLP due</b>  |
|          | 31      | (continued)  | <b>Observation #1 due</b>  |
| April    | *5      | Literacy Integration   | How Do You Expect me to Teach Reading and Writing? Teacher Handbook; <b>Demonstration lesson due</b> |
|          | 7       | (continued)  | Read It and Eat PPT/webinar  |
|          | 12      | STEAM Integration  | JFCS articles – STEM integration ; FCS is STEM PPT; Chapter 14 ebook                                 |
|          | 14      | (continued)  | Chapter 16 ebook; <b>Reflection # 3 due</b>  |
|          | 19      | Assessing Learning   | Yearbook Chapter 18; Chapter 7 ebook   |
|          | 21      | (continued)  | CCFCS Rubrics; <b>Observation # 2 due</b>  |
|          | *26     | (continued)  | <b>Reflection #4 due</b>   |
|          | 28      | Making Community Connections   | Service Learning PPT; Chapters 2, 8 & 13 ebook   |
| May      | 3       | Classroom Management   | Chapter 5 ebook; <b>TLP due</b>  |
|          | * 5     | Individual TLP meetings  | <b>Professional Dev due</b>  |
|          | *10     | Individual TLP meetings  | <b>Reflection #5 due</b>   |
|          | *12     | Individual TLP meetings  |  |
| Thurs.   | 5/19    | Final 8:00 a.m. – 10:00 a.m.   | Share lessons  |

\*Note: Class does NOT meet face-to-face; coursework will be completed on-line or off-site for these dates

## 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](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

Attend all your classes regularly. We do not have a system of permitted "cuts." 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.

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.

#### Resources Available

| Tutoring   | Advising  | Safety and General Support                       | Health   |
|--|---|--|--|
| Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

#### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP).

#### Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

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

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

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

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here:

<https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

### 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. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page:

<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

### Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** [datctr@uwsp.edu](mailto:datctr@uwsp.edu); 715/346-3365; 609 Albertson Hall, 900 Reserve Street

### 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.

### Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others

as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

### **Reporting Incidents of Bias/Hate**

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: <https://www.uwsp.edu/dos/Pages/Anonymus-Report.aspx>. You may also contact the Office of the Dean of Students directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

### **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.

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](#)

**Copyright infringement** 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](#).

Lecture materials and recordings for this course 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.



## Emergency Procedures

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. 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 medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

## Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that by university policy unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

### Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service.
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.