** FCS 791: Curriculum in Family and Consumer Sciences**

**University of Wisconsin-Stevens Point Fall 2022**

**Instructors**:      Britta Rotering, Ed.D., ABD

**Email**:                broterin@uwsp.edu

**Phone**:              715-346-2263

**Office Hours:**   by appointment (virtual or phone)

**Class Schedule:**Fully online running from September 6th– December 9th, 2022

   Students may work ahead at their own pace and complete prior to Dec. 9

Optional Let’s Talk Tuesdays 6-7 p.m. (CST) via Zoom

**Texts:**  Teaching Family and Consumer Sciences in the 21st Century, 3rd Edition e-textbook Student Version, ISBN: 978-1-953248-00-8. (**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](https://urldefense.com/v3/__https:/ttuhumansciences.qualtrics.com/jfe/form/SV_a3Hh5WbBxMvwKmV__;!!OgRYtnnXsQ!d4pHZlrdTcNkKAHRYgBaZjdMIhWDrYkJpLIuEiWRZnh77KQzk5E0qpchaikXix6svg43$" \t "_blank)

**Course Description:** This course fulfills content requirements for the graduate-level Family and Consumer

Sciences Licensure Program.  Family and Consumer Sciences Teacher Education

Standards ([https://www.natefacs.org/Docs/2018/NATEFACS-Teacher-Education-Standards-11- 12-18.pdf](https://www.natefacs.org/Docs/2018/NATEFACS-Teacher-Education-Standards-11-%0912-18.pdf)) #7 Curriculum Development, #8 Instructional Strategies and Resources, #10 Student and Program Assessment, #11 Learning Environment, #12 Professionalism are addressed.

**Course Objectives:**

Upon successful completion of this course, students will be able to:

1. Integrate varied instructional strategies and learning methodologies to ensure the development of critical thinking, problem-solving, and performance skills by diverse learners. (NATEFACS #8)
2. Design safe, supportive, and culturally responsive learning environments structured for active, performance-based learning that shows sensitivity to the diverse needs of students. (NATEFACS #11)
3. Develop techniques for assessing, evaluating, and improving student learning and programs in FCS using evidence-based criteria, standards, and authentic processes. (NATEFACS #10)
4. Create FCS programs supported by research and theory that address perennial and evolving family, career, and community issues and reflect high-quality career and technical education practices. (NATEFACS #7)
5. Engage in collaboration with other professionals and ongoing professional development. (NATEFACS #12)

**Grading Plan: 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% |  |  |

Class Engagement 25%

Reflections 25%

Teaching/Learning Plan 40%

Professional Development 10%

**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](https://www.uwsp.edu/canvas/Pages/default.aspx). If you have not activated your UWSP account, please visit the [Manage Your Account](https://www.uwsp.edu/infotech/Pages/Account/Manage-Your-Account.aspx) 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.

**Course Requirements:**

1. **Class Engagement:** This is an important part of the work for this course.  Participation will be **25%** of your grade.
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 **40%** of your final grade and is due by **April 28.**
4. **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:

Points Action

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)

3 Serve in an officer position (e.g. WAFCS, WICFR)

1 Membership in a State organization (e.g.WAFCS, WFCE, WICFR)

1 Participation in professional organization activities / service projects

1 Participation in professional development and training (e.g. webinars, CEU Cert.)

**Note:** You will have the opportunity to make revisions to any written work, other than the final exam, to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted no later than **Dec. 10.**

**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. 10.**

**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](https://www.uwsp.edu/regrec/Pages/calendars.aspx) 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 include: (1) documented and significant change in work hours, leaving the 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.**

|  |  |  |
| --- | --- | --- |
| Dates | Topics | Readings and Assignments |
| Module  I  Sept 6 –  Sept 18 | Perceptions of FCS  **Discussion:** Initial post due by Thursday 11:59 pm; responses to three (3) peers due by Sunday 11:59 pm  Introduce yourself. Identify your perceptions of Family and Consumer Sciences Education and the perceptions held by your family and friends. Because perceptions change, note any changes that have occurred.    What has been your understanding about the purpose of Family and Consumer Education (your understanding might well have been different at different times)?    What do you think is the general public’s perception of the mission of Family and Consumer education?  Is it in alignment with what you hope it would be?  What needs to be done to maintain or change the perceptions held?  How is your philosophy of FCS education impacted by perceptions of various stakeholders?  Discussion board initial post by 9/9, responses by 9/11 | Chapter 1 ebook  Article – Home Ecology to Home Economics and Beyond  FCS Teacher Education Standards |
| Meaning and Planning of Curriculum  Critical Science Approach  Continuing Concerns & Practical Reasoning  Practical Reasoning Assignment due by 9/12 | Read Yearbook Chapter 1 & 2  Executive Summary  Curriculum Development  Read Yearbook Chapter 7 & 11  Chapter 3 & 4 ebook  PPT-Practical Reasoning |
| Work of the Family & Family Systems of Action  **Discussion:** Initial post due by Wednesday 11:59 pm; responses to three (3) peers due by Sunday 11:59 pm  Respond to the following statements by Sue McGregor:  1.In the face of such pervasive and relentless change, people need special training and preparation to learn *how to be in a family*; it does not come naturally.​  2.People are not born with a special *family gene.*​  3,The FCS profession has a key role to play in helping people become family literate – to learn how to be in a family.​  Do you agree or disagree? Explain.  ​  McGregor, S.L.T. (2009). Becoming family literate: A new construct and platform for practice. *Journal of Family and Consumer Sciences, 101*(1), 60-66.  Discussion board initial post by 9/14, responses by 9/18 | Read Chapter 9 & 10  PPT-Work of the Family |
|  |  |  |
| Module  II  Sept 19 –  Oct 16 | Planning for Instruction | Chapter 6 ebook  Nat’l and State Stds.  Lesson Plan Template |
| Teaching Diverse Learners  Inclusive Excellence and Habits of Mind  **Discussion:** Initial post due by Wednesday 11:59 pm; responses to three (3) peers due by Sunday 11:59 pm  After reading the article "Habits of Mind", reviewing the summary, consider the application of Habits of Mind to the learner and classroom management.  Which two (2) of Habits do you believe can have the most profound impact on learners and classroom management?  Explain by using specific examples.  Discussion board initial post by 9/28, responses by 10/2 | Chapter 17-26 ebook  Article – 16 Habits of Mind  Habits of Mind Summary |
| Course Planning & Learning Theories  Selecting Materials  Complete Overall Course Plan due by Oct 16 | Chapter 9 ebook  Article – Why Use a Textbook?  Evaluating Materials Checklist |
|  |  |  |
| Module  III  Oct 17 –  Nov 20 | Classroom Management  Technology in Teaching  **Discussion:** Initial post due by Wednesday 11:59 pm; responses to three (3) peers due by Sunday 11:59 pm  The article "Positive Learning Environments Enhance Student Learning" states -  "As CTE educators, we want our students to be successful. It is in our best interest to focus on the learning environment as a means to enhance student achievement. Putting these strategies into practice allows you to develop a learning environment that is effective, positive and productive. By providing a positive learning environment, student achievement soars and behavior improves."  After reading the article, reviewing the documents "Techniques for Managing a Brain Compatible Classroom" and "Reflection Questions for Classroom Management" share some specific ideas you can implement to create and manage a positive learning environment.  What have you observed in FCS classrooms that appears to be problematic? What have you observed in FCS classrooms that seems to be working?  Explain.  Discussion board initial post by 10/19, responses by 10/23 | Article – Problems Encountered by Beginning FCS Teachers  Article – Positive Learning Environments Enhance Student Learning  Chapter 5 ebook  Techniques for Managing a Brain Compatible Classroom  Reflection Questions for Classroom Mgt  Article – Technology in Education  ebook Chapter 14 & 15 |
| Assessing Learning  Assessment Reflection due by 10/30 | Chapter 7 ebook  Article – Going Beyond Tests  Article - Redos and Retakes Done Right |
| Methods and Strategies  Active Learning  Lab Management  Questioning  **Discussion:** Initial post due by Wednesday 11:59 pm; responses to three (3) peers due by Sunday 11:59 pm  After reading Chapter 11, Which of the five essential elements of cooperative learning is most important to you and why?  How does this aspect impact student learning?    Which of the advantages might you persuade you to choose to utilize this learning format and why?  What are some key tasks for the teacher and what impact do they have?    Describe a specific example of how you might implement cooperative learning in a classroom setting (see lesson format in Appendix E).  Discussion board initial post by 11/2, responses by 11/6  16 Week Calendar and 4-5 Unit Plans due by 11/9 | Chapter 11 ebook  Article – Instructional Strategies in FCS Creative Strategies for CTE Teachers Handbook  Chapter 12 ebook  Leading in the Lab PPT/webinar  Chapter 10 ebook  That’s A Good Question PPT |
| Literacy Integration  STEAM  Literacy/STEAM reflection due by Nov 13  Lesson with 10 min demo video due by 11/16 | Read - How Do You Expect me to Teach Reading and Writing? Teacher Handbook  PPT/webinar – Read It and Eat  Chapter 9 ebook  JFCS articles – STEM integration  Chapter 16 ebook |
|  |  |  |
| Module  IV  Nov 21–  Dec 11 | Making Community Connections  **Discussion:** Initial post due by Wednesday 11:59 pm; responses to three (3) peers due by Sunday 11:59 pm  What are some of the benefits and challenges of service learning? What suggestions do you have for creating successful experiences? What course or content might you align with service learning and how?  Discussion board initial post by 11/16, responses by 11/20 | Chapter 2, 8 & 13 ebook  Service Learning PPT |
| Marketing FCS Programs  Teaching/Learning Plan due by 12/3 | Articles – Reflections and Perceptions of HS FCS Programs  Chapter 29 ebook |
| Evaluating Programs  **Discussion:** Initial post due by Wednesday 11:59 pm; responses to three (3) peers due by Sunday 11:59 pm  As you consider the quality program checklist, which of the criteria do you find to be the most challenging to achieve and why? What are some strategies that can be used to meet the quality program criteria? Choose one goal for yourself and explain how you will work towards it.  Discussion board initial post by 11/30, responses by 12/4  Share lesson by December 7 | Checklist |

**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**

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.

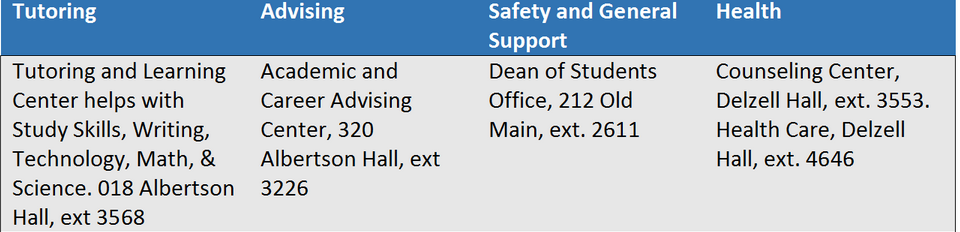
\* If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

\* 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**

**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 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 theTitle 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; 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/Anonymous-Report.aspx>. You may also contact the Office of the Dean of Students directly at 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 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.

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/rgmt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rgmt/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](https://www.uwsp.edu/datc/Pages/default.aspx) 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.