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<b>Office:</b>	302 CPS	224 CPS
<b>Office Hours:</b>	by appointment	by appointment
<b>Class Schedule:</b>	Fully on-line running from June 20 – August 12, 2022 Students may work ahead at their own pace and complete prior to Aug. 12	

### Required Text:

Brown, A. (2015, 5<sup>th</sup> ed.) *Understanding food - principles & preparation*. Stamford: CT Cengage Learning.  
Available for purchase at: [Understanding-Food-Amy-Christine-Brown 5th Ed](#)

Other readings as determined by content- also see attached reference list

**Course Description:** The course provides students with a fundamental understanding of the functions of essential nutrients, and basic physical and chemical properties of foods; interaction and reaction of food in food preparation procedures and evaluation of prepared products. This information will serve as a background for discussing major health and contemporary nutrition issues, such as the basis for current nutrient and dietary recommendations, the relationship between diet and health, the interaction between diet and physical activity in determining chronic disease risk, and some changes in dietary needs throughout the life cycle.

**This course fulfills content requirement for the graduate level Family and Consumer Sciences Licensure Program. Family and Consumer Sciences Teacher Education Standards (<https://www.natefacs.org/Docs/2020/FCS%20TeacherEducationStandards-Competencies%20NATEFACS-2020.pdf>) #4 Food and Nutrition, #5 Wellness, and #9 Laboratory Management are addressed.**

**Wisconsin State Standards covered include:**

**Standard: Nutrition and Wellness (NW) 1: Students will demonstrate nutrition and wellness practices that enhance individual and family wellbeing.**

- a. Analyze factors that influence nutrition and wellness practices across the life span.
- b. Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- c. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- d. Evaluate factors that affect food safety from production through consumption.
- e. Evaluate the influence of science and technology on food composition, safety, and other issues.

**Standard: Food Science, Dietetics and Nutrition (FSDN) 1: Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.**

- b. Apply risk management procedures to food safety, food testing and sanitation.
- c. Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- d. Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
- e. Demonstrate use of current technology in food product development and marketing.
- f. Demonstrate food science, dietetics, and nutrition management principles and practices.

**Standard: Food Production and Services (FPS) 1: Students will integrate knowledge, skills and practices required for careers in food production and service.**

- b. Demonstrate food safety and sanitation procedures.
- d. Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs

**Course objectives:**

Through active participation in class and completion of assignments students will be able to:

- Analyze factors that influence nutrition and wellness practices across the lifespan
- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan
- Evaluate factors that affect food safety, from production through consumption
- Promote food literacy practices in personal and professional setting

**Grading Plan:**

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

**Grade Distribution:**

Class Engagement/ Online Discussion	20%
Case Study	10%
Nutrient Body	10%
Lifespan Menu Plan	10%
Cooking Demo Video	20%
Persuasive Presentation	15%
Quizzes	15%

**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:

We 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. Answers will be posted to all general questions there so that all students may view.

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

**Course Requirements** (please refer to the posted assignment instructions and rubrics for more specific info before completing):

1. **Class Engagement/Online Discussion** –Students are expected to actively contribute to the discussion providing helpful, meaningful, and beneficial contributions to the group process. A question is posted for each week and you will have until Wednesday to make your initial post and until Sunday to respond to your peers. You are expected to read all of the responses and comment on at least three (3) of your peers' responses. Additionally, all students will schedule a Zoom meeting with Dr. Turgeson between July 11-23 to discuss progress, highlights, concerns, etc. **20%** of your grade will be based upon weekly on-line discussion.
2. **Case Study** – Select a case study. Compare actual intake with the recommended amounts and make broad suggestions for changes. **10%** of your grade will be based on your analysis, evaluation, and recommendations.
3. **Nutrient Body** – Create an illustration of at least eight (8) nutrient excesses or deficiencies. Include at least three (3) foods that could be included in one's diet to combat or reduce the likelihood of the condition occurring. - **10%** of your grade
4. **Lifespan Menu Planning** – You will research an assigned stage of the lifespan and create 6 PPT slides and develop a 2-day meal plan to share with your peers - **10%** of your grade
5. **Cooking Demonstration Video** – Record a 15-20 minute cooking demonstration. Select a recipe that will allow you to achieve the criteria identified. - **20%** of your grade
6. **Persuasive Presentation** – Select an issue and encourage your audience to take action or think differently about the topic. Prepare an outline and 15 min. narrated PPT with a handout. - **15%** of your grade
7. **Quizzes** – Each module will have an on-line multiple-choice quiz to check for attainment of chapter concepts. Students are always responsible for all materials in assigned readings and materials covered in class. The quizzes may be taken at any point in time as long as they are **completed by Friday, August 12** - **15%** of your grade.

**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.

## Student Expectations:

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

- Read documents online - the expectation is for assigned chapters in the text or any supplemental readings as indicated on the schedule outline or otherwise assigned during the term will be read prior to completing the assignments. This provides you with the opportunity to ask questions or voice concerns about the reading before attempting to complete the assignment.
- View online videos
- Participate in online discussions (Review Netiquette Guidelines)
- Complete tests online
- Communicate via e-mail
- Download and upload documents to Canvas
- 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. See note above under Course Requirements for Class Engagement.

## 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 term. Deadlines that are not negotiated in advance, or go beyond the 2<sup>nd</sup> negotiation will result in reduced credit. Assignments are due at 11:59 p.m. on due date. Any work submitted after that time will be considered late. Late work will not be accepted after August 12. If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the term so that we can help you find a solution.

## 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.

## Changes to Syllabus:

We reserve the right to make changes regarding any of the above requirements in order to enhance the quality of student learning. We also reserve the right to modify the course outline to cover material adequately; show newly discovered videos, or any other reason which may require such an adjustment.

Dates	Discussion topics for modules/ Assignments	Readings / Video
<p>June 20 – July 3</p>	<p><b>Module 1: Food Choices &amp; Nutritional Needs</b></p> <p>Introduction, Syllabus Food Selection Chemistry of Food Composition</p> <p>My Plate Lifespan Meal/Menu Planning (Life Stages tab at the top of page)</p>  <p>Communicators and Educators</p> <p>Meal Management</p> <p><b>Discussion:</b> Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm</p> <p>June 22 – After reviewing the Foundational Concepts (FCS Body of Knowledge, Dimensions of Wellness, and Practical Reasoning Process), respond to the following prompts: Briefly introduce yourself. Discuss how individuals, families, and communities might benefit from addressing food and nutrition through the lens of Family and Consumer Sciences (Body of Knowledge), the Dimensions of Wellness, and using the practical reasoning process. What could be some potential outcomes? What do you want to learn more about to advance your personal and professional goals?</p>	<p>Chapter 1 Chapter 3</p> <p><a href="https://www.choosemyplate.gov/">https://www.choosemyplate.gov/</a></p> <p><a href="https://www.myplate.gov/professionals/toolkits/communicators-and-educators">https://www.myplate.gov/professionals/toolkits/communicators-and-educators</a></p> <p>Chapter 6</p> <p>Read-JFCS article “The FCS Body of Knowledge: Shaping the Next 100 Years”</p> <p>Review-Seven Dimensions of Wellness <a href="https://www.uwsp.edu/HPHD/Pages/7dimensions.aspx">https://www.uwsp.edu/HPHD/Pages/7dimensions.aspx</a> and Practical Reasoning Process</p>

	<p>June 29 –After reading the Civil Eats article – Want to Fight Rising Food Insecurity? Listen to People Who’ve Been Hungry and watching the video Nutrition Starts Here: Smart Eating on a Budget, respond to the following prompts: How can FCS educators address the four factors identified in the article? Which tips from the video do you think are most effective? Share at least two (2) additional ideas for cutting food costs either at home or in a food lab situation.</p> <p><b>Assignment:</b> Nutrient Body - Create an illustration of at least eight (8) nutrient excesses or deficiencies. Include at least three (3) foods that could be included in one’s diet to combat or reduce the likelihood of the condition occurring. (due by June 26)</p> <p>Case Study – Select one of the four case studies. Compare your subject’s actual intake with the recommended amounts. Analyze issues that may be causing the subject’s decisions or actions and provide suggestions and/or education that are helpful for implementing changes. 10% of your grade will be based on your analysis, evaluation, and recommendations. (due by July 3)</p> <p>Lifespan Menu Plan - You will research an assigned stage of the lifespan and create 6 PPT slides and develop a 2-day meal plan to share with your peers (due by July 10)</p> <p><b>Quiz I:</b> Complete the on-line module quiz (due by Aug 12)</p>	<p>Read-Want to Fight Rising Food Insecurity? Listen to People Who’ve Been Hungry. <a href="https://civileats.com/2020/05/08/want-to-fight-rising-food-insecurity-listen-to-the-people-who-ve-experienced-hunger/">https://civileats.com/2020/05/08/want-to-fight-rising-food-insecurity-listen-to-the-people-who-ve-experienced-hunger/</a></p> <p>Video-Nutrition Starts Here: Smart Eating on a Budget</p>
<p>July 4 - 24</p>	<p><b>Module 2: Food Safety, Food Regulations, and Back to Basics</b></p> <p>Food Safety Government Food Regulations</p> <p>Back to Basics Measuring Ingredients Using/Following Recipes Space Planning and Equipment</p>	<p>Chapter 4 Chapter 29 WI Food Code (11 fact sheets) <a href="https://datcp.wi.gov/Pages/Programs_Services/FoodCodeFactSheets.aspx">https://datcp.wi.gov/Pages/Programs_Services/FoodCodeFactSheets.aspx</a></p> <p>Chapter 5, p. 109-110 Chapter 6, p. 131-134 Appendix A, p. A-6 to A-13 Kitchen Work Triangle</p>

	<p><b>Discussion:</b> Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm</p> <p>July 6- What are some strategies that should be implemented for successful lab experiences? How can family and consumer sciences teachers effectively maintain safe and sanitary conditions in foods labs? Why should this be a priority?</p> <p>July 13 – After looking over the Lifespan Menu Planning projects, consider which nutrients were cited most frequently and why these nutrients play such a significant role in various stages of our lives. Consider how personal health &amp; wellness at later stage of life are affected by diet, nutrition, and physical activity in the earlier stages of life. How will you use what you have learned to set personal lifetime goals for wellness and help others?</p> <p>July 20 - After watching the videos Cooking Fundamentals and Math in the Kitchen, accessing the webinar on fcsed.net Baking Builds STE(A)M for Family and Consumer Sciences and CTE, and reading the article-Integration of STEM into a Food and Nutrition Curriculum in Utah, consider the ways you might integrate STEAM concepts into your food and nutrition programming. How can doing so strengthen your curriculum and increase student achievement?</p> <p><b>Quiz II:</b> Complete the on-line module quiz <b>AND Wisconsin Food Code Quiz</b> (due by Aug 12)</p> <p><b>Optional Special Zoom Event:</b> Expert panel of movers and shakers in FCS sharing success stories related to food trucks, tower gardens, a student run café, Prostart, and more! We will record for those unable to attend live on July 14 at 1 p.m.</p> <p><b>Meeting with Instructor:</b> Schedule a Zoom meeting with the Dr. Turgeson between July 11-23 to discuss progress, highlights, concerns, etc.</p>	<p>Review PPT or watch AAFCS webinar-Leading in the Lab: Before, During, and After</p> <p>Video-Cooking Fundamentals Video-Math in the Kitchen Webinar-Baking Builds STE(A)M for FCS &amp; CTE</p> <p>FCSRJ article-Integrations of STEM into a Food and Nutrition Curriculum in Utah</p>

<p>July 25 – August 4</p>	<p><b>Module 3: Food Science and Culinary Techniques</b></p> <p>Food Preparation Basics Flavorings and Seasonings Substitution of Ingredients Fats and Oils</p> <p><b>Discussion:</b> Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm</p> <p>July 27– Review the FCS National Standards 9.0 Food Science, Dietetics and Nutrition and the PPT – Food Science FUNDamentals. A variety of ideas and resources for incorporating food science into the FCS classroom are included in the PowerPoint. Choose at least one of these to discuss and identify the standard that would be addressed. How might you integrate food science into your own food and nutrition courses?</p> <p><b>Assignment:</b> Cooking Demonstration Video (due by Aug 7) <b>Quiz III:</b> Complete the on-line module quiz (due by Aug 12)</p>	<p>Chapter 5, p. 101-106 Appendix D, D-1 to D-3 Appendix C, C-1 to C-2 Chapter 22</p> <p>PPT – Food Science FUNDamentals</p>
<p>Aug. 5 – Aug. 12</p>	<p><b>Module 4: Issues in Food and Nutrition</b></p> <p><b>Discussion:</b> Initial post due by post by Tuesday 8/9 at 11:59 p.m. and comments by Friday 8/12 at 11:59 p.m.</p> <p>Aug 9 – After watching the PBS video-Fertile Ground and reading the JFCS articles Focusing on the Literacy in Food Literacy and The Political Action of Food Literacy, consider these quotes from the Journal of Family and Consumer Sciences articles: “We have the potential to foster food systems transformation through food literacy education that lays groundwork for communities that center and work toward socially just and ecologically sustainable food systems.” (Renwick &amp; Powell, 2019, 29) and “Being food literate includes more than individual food skills and knowledge.” (Renwick &amp; Smith, 2020, 20). Why should FCS educators care about food literacy? In what ways can FCS educators affect change? *optional – watch documentary We Feed People on Disney+</p> <p>Aug 12- Review a minimum of 2 of your peers' presentations and post constructive feedback or ask questions by Aug. 12</p> <p><b>Assignment:</b> Persuasive Presentation (due by Aug 10)</p>	<p>Video-PBS: Fertile Ground</p> <p>Read JFCS articles – Focusing on the Literacy in Food Literacy and The Political Action of Food Literacy</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](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](mailto: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/Anonymous-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](#).

### **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.

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