



FCS 340/540 : Clothing & Textiles & Housing
University of Wisconsin-Stevens Point **Fall 2021**

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

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

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

Class Meeting Times: Tuesday & Thursday 12:30 p.m. – 1:45 p.m

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

Texts:

Required -

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

Recommended –

Liddell, L.A. and Samuels, C.S. (2018). *Apparel: design, textiles & construction* (11th ed.) Goodheart-Willcox Company, Inc.

Weber, J. (2008). *Clothing: fashion, fabrics, & construction* (5th ed.). Glencoe McGraw-Hill.

National Standards:

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

NATEFACS

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

Continuing Concern/Essential Question:

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

Valued End:

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

Course Questions:

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

Grading:

Concept Analysis/Reflection	45%
Lesson Plan	15%
Projects	30%
*Grad students have addt’l course implementation project	
Quizzes	10%

Grade Distribution:

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

Incomplete Policy:

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

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.

Course Requirements:

- 1) Concept Analysis/Reflection(45%):** This is an important part of the work for this course. Discussions will take place both in person and through Canvas. You will be expected to come to all class meetings having read and thought about the reading assignment so that you will be able to ask questions, to give examples, and to actively participate in group activities. Students will reflect upon class discussions, readings, assignments, and past experiences. Reflections will be submitted to Canvas.
- 3) Lesson Plan (15%):** You will gain experience planning and organizing Family and Consumer Sciences curriculum by developing a lesson plan during the semester.
- 4) Projects (30%):** Project work will consist of application of information and skills. Textile and housing projects will be assigned and evaluated. Modifications available based upon skill level.
*Graduate students, in consultation with the instructor, will develop a project of their choosing for implementation in a FCS course.
- 5) Quizzes (10%):** Brief assessments of content knowledge will occur throughout the course. Students will complete through Canvas.

Late Work Policy:

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























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.**










**FCS 340/540 Outline: Tentative course schedule
Topic**

**Reading & Assignments
Due**

<p>Week 1/2 Sept 2-11</p>	<p>Intro course and national & state standards Value of Interior Design Human needs & influences</p> <p> <u>Page 12&13</u> of the text discuss human needs that the design of interior spaces should accommodate. Compare these needs with <u>Maslow's Hierarchy of Needs</u>. Give some examples of how housing helps people meet their needs. What space(s) in your home fulfill your psychological needs and why?</p> <p>What other factors influence housing and design choices? How can your knowledge be used to impact decisions about housing & design in your family, workplace, and community?</p> <p>Submit your initial post by Wednesday, 9/8 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 9/12 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p> National & State Stds</p> <p> PPT-Housing Six Factors</p> <p> <i>Interiors</i> Ch 1</p> <p> Video clips-Tiny Houses, Affordable Housing</p> <p> Discussion due 9/12</p>
<p>Week 3 Sept 12-18</p>	<p>Design Process Principles of design Color & Light</p> <p> After reading the text Interior Design chapters 7-9 and watching the videos Design 1: The Elements and Design 2: The Principles, write a 1-page reflection and submit to Canvas by 11:59 p.m. on 9/19</p> <p>Respond to the following: Why do we need to be aware of the effects of the elements and principles of design? How do these impact the personal preferences that you have? Select a picture (magazine, internet, personal photo) of a room that you like and explain which of the principles of design play the most important role in your decision and why. Include the picture with your reflection. How can you use this information in your professional future?</p>	<p> <i>Interiors</i> Ch 7</p> <p> <i>Interiors</i> Ch 8</p> <p> <i>Interiors</i> Ch 9</p> <p> Design 1: The Elements</p> <p> Design 2: The Principles</p> <p> Complete Quiz (Ch. 7, 8, 9 and Design videos) by 9/17</p> <p> Reflection due 9/19</p>
<p>Week 4 Sept 19-25</p>	<p>Design Through the Ages Human Impact Visual Communication: Drawings, Renderings, and Models Floor Plans</p> <p> Why is it important to understand historic periods and styles? How does the exterior of a home influence the interior design? <u>Chart of American House Exteriors</u> Considering the Principles of Universal Design (pg.75), are there certain styles that present more challenges to achieving the 7 principles? Explain. Which styles are your personal preference and why?</p> <p>Submit your initial post by Wednesday, 9/22 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 9/26 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p> <i>Interiors</i> Ch 10</p> <p> <i>Interiors</i> Ch 3</p> <p> <i>Interiors</i> Ch 13 & 14</p> <p> Housing Styles</p> <p> PPT-Traffic Patterns & Floor Plans</p> <p> Floor Plan Evaluation due 9/26</p> <p> Discussion due 9/26</p>

<p>Week 5 Sept 26-Oct 2</p>	<p>Materials & Finishes Furnishings & Accessories</p> <p>Lesson Plan and Housing Final Project</p> <p> After reading Chapters 11- 14 in the text and exploring the Apps Design Home and Redecor, write a 1-page reflection and submit to Canvas by 11:59 p.m. on 10/3.</p> <p>Respond to the following: How do the Apps incorporate various materials and furniture styles into the designs? What trends have you recognized regarding furnishing and accessories? What impact (positive and negative) can accessories have on a room design? What suggestions would you have for improvements to the Apps? How has this information influenced you personally? How might you use this information in a classroom setting? Be sure to explain your reasoning and use specific examples to support your responses.</p>	<p> Interiors Ch 11</p> <p> Interiors Ch 12</p> <p> Styles of American Furniture</p> <p> Interior Design Project: Furniture Styles</p> <p> Design & Home APPs</p> <p> FCCLA STAR events</p> <p> Complete Quiz (Ch 11-14) by 10/1</p> <p> Reflection due 10/3</p>
<p>Week 6 Oct 3-9</p>	<p>Influences on clothing/Cultures and customs</p> <p>Clothing & families Clothing and self-expression</p> <p> After watching the videos Reading Blue Jeans: Clothing & Culture and Fashion Frenzy: 100 Years of Clothing History and reading through the guide for Reading Blue Jeans, reflect on how you might use the information in your own classroom.</p> <p>What other activities might you incorporate and how would you extend the learning for your students? Share some ideas for lessons and other resources.</p> <p>Submit your initial post by Wednesday, 10/6 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 10/10 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p> PPT-Culture & Customs</p> <p> Clothing: F, F & C Ch 1&2</p> <p> Reading Blue Jeans: Clothing & Culture</p> <p> Fashion Frenzy: 100 Years of Clothing History</p> <p> Clothing: F, F & C – Ch 3&4</p> <p> Fashion Apps</p> <p> Discussion due 10/10</p>
<p>Week 7 Oct 10-16</p>	<p>Clothing terms Fibers and fabrics</p> <p> After reading the scanned Chapters 11 & 12 from the text Clothing: Fashion, Fabrics, and Construction, watching the video-Clothing Fibers and reviewing Alternative Materials, write a 1-page reflection and submit to the Canvas by 11:59 p.m. on 10/17.</p> <p>Respond to the following: Which of the fiber characteristics on pages 198-199 in Chapter 11 are most important to you when selecting clothing? Which matter the least? Of the alternative materials mentioned, which seems to hold the most promise for the textile industry? Are you aware of other materials that might be utilized? What are some of the benefits and challenges of using these materials?</p> <p>How has this information influenced you personally? How might you use this information in a classroom setting? Be sure to explain your reasoning and use specific examples to support your responses.</p>	<p> Clothing: F, F & C – Ch 11 & 12</p> <p> Clothing Fibers (video)</p> <p> Alternative Materials</p> <p> Complete Quiz (Fibers and Fabrics) by 10/15</p> <p> Reflection due 10/17</p>

<p>Week 8 Oct 17-23</p>	<p>Machine/equipment introduction Fabric field trip? – October 21</p> <p> After reading the article "Clothing and Textiles: Reinforcing STEM Education Through Family and Consumer Sciences Curriculum", reviewing the PPT "FCS is STEM", the 5 Minute Activities for Fashion & Technology samples, and the FCS and STEAM links, discuss the key related concepts.</p> <p>Why should family and consumer sciences teachers reinforce STEAM concepts in their clothing and textiles curriculum? How can FCS teachers utilize inquiry-based instruction and integrate STEAM standards? How would you advocate for clothing and textile classes to administrators, parents, and students?</p> <p>Submit your initial post by Wednesday, 10/20 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 10/24 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p> Got a Notion to Sew</p> <p> Article-Reinforcing STEM through FCS</p> <p> PPT-FCS is STEM</p> <p> Discussion due 10/24</p>
<p>Week 9 Oct 24-30</p>	<p>Machine operation Sewing machine license</p>	<p> Lesson due 10/28</p> <p>Optional lab</p>
<p>Week 10 Oct 31-Nov 6</p>	<p>Machine operation/project work Pillowcase (seam allowance, French seams, topstitching) Service learning</p> <p> What are some ways that FCS teachers can incorporate service learning in housing, textile, and clothing courses? Share some examples and explain why you might choose a particular project for one of your classes. Submit your initial post by Wednesday, 11/3 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 11/7 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p>Optional lab 11/2 2-3 p.m.</p> <p> Discussion due 11/7</p>
<p>Week 11 Nov 7-13</p>	<p>Machine operation/project work Hot pads (use of batting/Insul-Bright, binding options, stitch-in-the-ditch) Entrepreneurship</p>	<p>Optional lab Optional lab</p>
<p>Week 12 Nov 14-20</p>	<p>Machine operation/project work Apron (patterns, curves, turning ties, basting)</p> <p> After watching the 8 min video " How to Dress for Your Body Type", and reviewing Dressing for Your Body Shape, 5 Surprising Findings About How People Actually Buy Clothes and Shoes, and 7 Factors that Influence the Buying Decision of a Fashion Consumer discuss the following questions: Choosing what to buy and where to buy it are important consumer decisions. Which factors have the greatest and least influence on you? What should you be aware of when making a purchase?</p> <p>Why should an individual consider body type when styling? According to the video and StitchFix website, what are some tips that might be beneficial to you?What other resources or activities might you utilize to extend this topic for your students?</p> <p>Submit your initial post by Wednesday, 11/17 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 11/21 at 11:59 P.M. Be sure to review the on-line discussion rubric.</p>	<p>Optional lab 11/18 2-3:15 p.m.</p> <p> How to Dress for Your Body Type</p> <p> Dressing for Your Body Shape</p> <p> 5 Surprising Findings About How People Actually Buy Clothes and Shoes</p> <p> 7 Factors that Influence the Buying Decisions of a Fashion Consumer</p> <p> Complete Quiz (Equip ID) by 11/19</p> <p> Discussion due 11/21</p>

Week 13 Nov 21-27	Machine operation/project work NO CLASS THURS Nov. 25 – THANKSGIVING BREAK	Optional lab 11/23 11-12:15 and 2-3:15 p.m.  Pillowcase and Hot Pad due 11/23
Week 14 Nov 28-Dec 4	Machine operation/project work Zipper bag (fusible fleece, quilt as you go, zippers)	Optional lab  Apron due 12/2
Week 15 Dec 5-11	Hand stitching (basic stitches, embroidery, sewing a button) Redesign, Repair, & Recycle  After reviewing the resources related to Recycling and Redesign and reading through the FCCLA STAR Event - Recycle and Redesign, discuss how you might incorporate this topic in your classes. How could you inspire students to tackle the STAR event? What are some of your favorite ideas for items made by recycling/redesigning? Share links and let's see how many different ideas we can come up with! Submit your initial post by Wednesday, 12/8 by 11:59 P.M. Respond to at least three (3) of your peers by the following Sunday, 12/12 at 11:59 P.M. Be sure to review the on-line discussion rubric.	 Clothing: F, F & C – Ch 16  FCCLA STAR events Optional lab  Complete Quiz by 12/10  Discussion due 12/12
Week 16 Dec 12-18	Machine operation/project work	Optional lab  Zipper bag and Handstitching due 12/14
Monday, Dec 13	Final 2:45 p.m. 4:45 p.m.	 Housing Project Presentation

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

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 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/Anonymou-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; 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](#).

Emergency Procedures

See UW-Stevens Point Emergency Procedures at 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 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.