

HD 230: Human Sexuality      UW-Stevens Point      Spring 2022

**Instructor:** Susan Turgeson, Ed.D., CFCS  
Family and Consumer Sciences Associate Professor  
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**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 arranged through this link  
[My Office Hours – Select a Meeting Day & Time](#) (link available in Canvas)

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

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

**Class Meeting Times:** Tuesdays and Thursdays 12:30 – 1:45 p.m.

**Textbook:** Yarber, W. and Sayad, B. (2019). *Human sexuality: diversity in contemporary America* (10<sup>th</sup> edition). McGraw-Hill. **(Rental)**

### Learning Outcomes:

During or upon completion of this course participants are able to:

1. explore values, morals, and ideas around human sexuality.
2. reflect on integrated nature of human sexuality with dimensions of wellness.

GEP Wellness LO1: Students will be able to assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being.

GEP Wellness LO2: Students will be able to develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.

3. think critically about gender and sexuality issues in our culture.
4. discuss and present information related to human sexuality.

### Grading Plan:

On-line Discussion	25%
Presentation	20%
Exams	30%
Reflections	25%

### Grade Distribution:

Grade	Percent	Grade	Percent
A	94-100%	C	70-74%
A-	90-93%	C-	67- 69%
B+	87-89%	D+	63-66%
B	83-86%	D	60-62%
B-	80-82%	F	< 60%
C+	75-79%		

### 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.

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

<p>On-line Discussion 25% of grade</p>	<p>Students are expected to actively contribute to the discussion providing helpful, meaningful, and beneficial contributions to the group process. The discussion format will encourage students to analyze alternative ways of thinking and assist students in exploring their own experiences. Requirements: -A response to the discussion forum question/prompt -A reply to at least three (3) peer’s initial posts – disagreement is acceptable provided it is handled in a respectful manner  -A response to any classmate who replies to your initial post -Posts should build on themes and ideas to further the conversation and create meaningful interaction and <b>should incorporate evidence of understanding of readings</b>  <b>*Note:</b> This course covers some sensitive subjects and should be approached with an open-mind. Students should be willing to consider multiple perspectives. Should you find any of the topics particularly concerning, you can make the decision to engage or not as you deem appropriate based upon the issue. I understand that personal experiences may result in a student choosing to avoid the conversation in a public forum. In time, you may feel more comfortable and be able to share your perspective in order to advocate for others. Your personal safety and well-being need to come first.</p>
<p>Presentation with Annotated Bibliography  20% of grade</p>	<p>15-20 minute interactive presentation on topic of choice, related to course material (topics noted on calendar) with accompanying annotated bibliography and two corresponding test questions.</p>
<p>Exams  30% of grade</p>	<p>Four (4) unit exams will be given during the course</p>
<p>Reflections  25% of grade</p>	<p>Four (4) reflections will be required</p>

**Note:** You will have the opportunity to make revisions to any written work, other than the exams, to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism.

**Revisions should be submitted no later than May 6.**

**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 (Review Netiquette Guidelines)
- Complete tests online
- 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. See note above under Course Requirements for Class Engagement.

**Electronic Devices:**

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages while studying can create distractions and reduce focus on content. Recommended to keep such distractions at a minimum in order to complete the course successfully.














**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. **Dropbox closes 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 May 6.** 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 semester 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.

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

Dates	Discussion topics for modules/ Assignments	Readings & Videos
<p>January 25 - February 15</p>	<p><b>Module 1: Studying Human Sexuality</b></p> <p> <b>Discussion:</b> Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm</p> <p>Jan 26 - After reading Chapter 1 "The Animal with the Weirdest Sex Life" from the book "Why Is Sex Fun?" by Jared Diamond, consider a feature of human sexuality and discuss how life would be different if humans behaved more like other mammals based upon that feature.</p> <p>Feb 02- After reading "<a href="#">The Grooming of Pubic Hair: Nuisance or Novelty?</a>" on page 64  of the textbook, discuss your views on the subject. Why has this become an "accepted, if not expected, social norm"? Do you think the practice is unnecessary and or harmful in any way? Does it have merit? Explain.</p> <p>Feb 09 - After reading "<a href="#">Does Penis Size Matter</a>" on pages 100-101  of the text, what do you think? Does size matter? Do you agree or disagree with this quote by James F. Glenn, MD, "It can safely be said that the adult male population suffers an almost universal anxiety in regard to penile size". Explain.</p> <p> <b>Assignment:</b> Sign up for presentation topic and date <b>(due date variable)</b></p> <p> <b>Assignment:</b> Dimensions of Wellness Reflection <b>(due Feb 8)</b></p> <p> <b>Exam : due by Feb 17</b></p>	<p> Chapters 1 – 4 and review PPTS</p> <p> Excerpt- The Animal with the Weirdest Sex Life</p> <p> Article – Sexuality, Science, and the Bible</p> <p> Seven Dimensions of Wellness <a href="https://www.uwsp.edu/HPHD/Pages/7dimensions.aspx">https://www.uwsp.edu/HPHD/Pages/7dimensions.aspx</a></p> <p> TED-ed Why Can't We Talk About Periods?</p> <p> The Science of Sex Appeal</p> <p> Hormonally Yours</p>

February 16  
– March 12

### Module 2: Sexual Expression through the Lifespan

 **Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm

Feb 16 - After viewing A Place in the Middle, the 24 min version of the docu-drama Kumu Hina, consider how using the word "rare" instead of "different" might change the way others perceive people like Ho'onani.

Before Western contact, people who were mahu ("in the middle") were valued and respected as caretakers, healers, and teachers of ancient traditions. How does this compare with what you have learned from your culture about gender roles?

Check out the Map of Gender Diverse Cultures at <http://www.pbs.org/independentlens/content/two-spirits-map-html>. What do the cultures that honor gender fluid individuals have in common? If people who are mahu have been present in nearly all cultures and times, why has Western civilization been so adamant that only two genders are acceptable? Kumu Hina developed a "Pledge of Aloha". How could you help others understand gender issues?


Feb 23 - What factors do you believe contribute to the high rates of teen pregnancy in this country? Should comprehensive sexuality education be promoted in all schools across the country? Why or why not?


March 2 – Read "Life Behaviors of a Sexually Healthy Adult" on page 170 of the text. Is it possible for an adult to enact all of the behaviors? Which of the behaviors would seem to be the most difficult to achieve and why?

March 9 - After watching the video - The Year We Thought About Love consider the multiple kinds of love covered (self-love, romantic love, familial love, and religious love). Which character stuck with you the most and why? How does being LGBTQ+ both complicate and enrich experiences in these categories of love? Please share specific examples from the video. What are the pros and cons of being out, sharing your authentic self with those you love and the larger community?


 **Assignment:** Activity Reflection #1 (due March 3)


 **Exam :** due March 13


 Chapters 5-9 and review PPTS


 A Place in the Middle


 Gender Unicorn & Gender Elephant


 My Trans Life


 Article – Teaching Sexuality in a Tech Era

 School Board is Called to Order

 PPT-Relationship Health, Sexuality, & Love

 Article- Love, Actually

 The Year We Thought About Love

 Article – Are Women More Sexually Fluid Than Men

March 13 –  
April 13

**Module 3: The Sexual Body**



**Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday at 11:59 pm

March 16 - Explain your thoughts about the following quote from Cecile Richards, former President of Planned Parenthood Federation of America and Planned Parenthood Action Fund -

"We know birth control works - both to help women plan whether and when to have families, and to help ensure a measure of equity for women. That's what Sandra Fluke was trying to say a year ago, and it's what Margaret Sanger said 97 years ago when she started Planned Parenthood. But we also know that it only works when women have access to it - no matter where they work or how much money they have."

Full article available at: [http://www.huffingtonpost.com/cecile-richards/birth-control-worksbut-on\\_b\\_2695975.html](http://www.huffingtonpost.com/cecile-richards/birth-control-worksbut-on_b_2695975.html)

March 30 - Many women in their childbearing years who are able to have children choose not to. Marriages without children are not referred to as "childfree" rather than "childless". It has been suggested that we live in a "prenatal" society where attitudes and policies encourage parenthood for everyone. What are some of the messages you have gotten from society about having children? What is our society's attitude toward couples who don't have children/ What is society's attitude toward individuals who are not married having children?

April 6 - What images do alcohol commercials about sexuality? Provide a specific example. What should individuals know about the health and sexual consequence of drinking? What advice would you share with your peers?

April 13-Read the two perspectives from "Taking Sides: Is Female Circumcision an Acceptable Practice" and identify your position. Support your stance.



**Assignment:** Wellness Plan (due April 5)



**Exam:** due by April 17



Chapters 11 – 14 and review PPTS



Article – Abstinence Based Intervention for Middle School



Article – College Students: Sex & Contraceptives



Ethical and Social Issues of Reproduction



Article- A Lot of Trauma: Trans Parents



Case Studies – Sex Therapy



Article – Taking Sides: Is Female Circumcision An Acceptable Practice

April 13 –  
May 13

### Module 4: Current Issues in Sexuality



**Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday at 11:59 pm

April 20 - The time to think about prevention is before you engage in sexual activities. Caring about yourself and your partner means asking questions and being aware of signs and symptoms. Suggest some ways to bring up the subject of STIs with a new partner. How would you ask whether he or she has been exposed to any STIs or engaged in any risky behaviors? How would you begin a discussion about your partner's past sexual history? What would you wish to know?

April 27 - After watching the video "The Sexual Assault Case of 98-Year Old Miss Mary" discuss the issue of elder abuse and how financial exploitation and emotional abuse escalated to sexual abuse at the hands of a family member. How would you cope with a member of your family being violated? Why is the role of victim advocate so important? Who besides the elderly and children might be considered a "vulnerable population"?

May 4 – Check out the website for the organization [Stop It Now](http://www.stopitnow.org). Choose one of the topics or resources on the website to review. Share and discuss a significant fact learned or recommend one of the available resources and explain its value. What can be done to keep children safe and stop the sexual abuse of children?

May 11 - Watch the video - Over 18: The Question is Not Enough (<https://uwsp.kanopy.com/video/over-18-question-not-enough>)

How might porn's effect on the brain challenge our thinking about how to respond to children and teens who are viewing porn? What are some ways to open up dialogue with kids in a non-threatening way? What are some things to consider when talking to children or teens about their online habits? How does an understanding of the addictive nature of pornography affect one's approach?



**Assignment: Activity Reflection #2 (due May 5)**



**Exam : May 17 8 am – 10 a.m**



Chapters 15 – 18



STIs Facts and Fiction



CDC website

<https://www.cdc.gov/std/>



Establishing Consent



Survivor's Bill of Rights



The Sexual Assault Case of 98-Year Old Miss Mary



Tea Consent



Stop It Now website

<https://www.stopitnow.org/>



Article- Male Victims: The Nature and Meaning of Sexual Coercion



UWSP Resources

<https://www.uwsp.edu/DOS/sexualassault/Pages/default.aspx>



Over 18: The Question Is Not Enough

Date	Topic	Assigned Reading/Video
Tu 01/25	Perspectives on Sexuality	Review syllabus & assignment rubrics; Animal w/ Weirdest Sex Life; Chapter 1; <b>Sign Up for Presentation</b>
Th 01/27	Studying Human Sexuality	Chapter 2; Sexuality, Science, & the Bible
Tu 02/01	(continued)	Seven Dimensions of Wellness & survey
Th 02/03	Female Sexual Anatomy	Chapter 3; 📺 TED-ed Why Can't We Talk About Periods; 📺 Science of Sex Appeal
Tu 02/08	Male Sexual Anatomy	Chapter 4; <b>Dimensions of Wellness Reflection due</b>
Th 02/10	(continued)	📺 Hormonally Yours
*Tu 02/15		<b>Exam due by 02/17</b>
Th 02/17	Gender and Gender Roles	Chapter 5; 📺 A Place in the Middle; 🗣️ Gender Unicorn & Gender Elephant; 📺 My Trans Life
Tu 02/22	Sexuality in Childhood & Adolescence	Chapter 6; Teaching Sexuality in a Tech Era; 🗣️ School Board is Called to Order
Th 02/24	Sexuality in Adulthood	Chapter 7
Tu 03/01	Love and Communication	Chapter 8; PPT-Relationship Health, Sexuality, and Love
*Th 03/03	(continued)	article-Love, Actually; <b>Activity Reflection # 1 due</b>
Tu 03/08	Sexual Expression	Chapter 9; Are Women More Sexually Fluid Than Men
*Th 03/10	(continued)	📺 The Year We Thought About Love; <b>Exam due by 03/13</b>
Tu 03/15	Contraception & Birth Control	Chapter 11
Th 03/17	(continued)	Article - Abstinence Based Intervention for Middle School; Article - College Students: Sex & Contraceptives
*03/22&24	Spring Break	
Tu 03/29	Conception, Pregnancy, & Birth	Chapter 12; 🗣️ Ethical and Social Issues of Reproduction; article- A Lot of Trauma: Trans parents
Th 03/31	Sexual Body in Health & Illness	Chapter 13
*Tu 04/05	(continued)	<b>Wellness Plan due</b>
Th 04/07	Sexual Function Difficulties	Chapter 14; Case Studies
*Tu 04/12		Taking Sides; <b>Exam due by 04/17</b>
Th 04/14	STIs	Chapter 15; 🌐 CDC website
Tu 04/19	(continued)	📺 STIs: Facts and Fiction
Th 04/21	HIV & AIDS	Chapter 16
Tu 04/26	Sexual Coercion	Chapter 17; Establishing Consent; Survivor's Bill of Rights
*Th 04/28	(continued)	📺 98 year old Miss Mary; 📺 Tea Consent
Tu 05/03	(continued)	Male Victims; 🌐 UWSP Resources; 🌐 Stop It Now
*Th 05/05	(continued)	<b>Activity Reflection # 2 due</b>
Tu 05/10	Sexually Explicit Materials	Chapter 18
Th 05/12	(continued)	📺 Over 18: The Question is Not Enough
May 17	<b>Final Exam 8 am – 10 am</b>	



**Netiquette Guidelines**

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

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

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

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm)

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

**Other Campus Policies:****Attendance**

Attend all your classes regularly. We do not have a system of permitted "cuts." If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.

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

\* If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.

\* If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

\* If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

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

\* If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

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

Religious Beliefs Accommodation- It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

\* There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and you have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.

Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential. Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement. You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

**Resources Available**

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

**UWSP Service Desk**

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

**Protecting your Data and Privacy**

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

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

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

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

**Care Team**

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

**Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of

Students: <https://www.uwsp.edu/DOS/sexualassault>

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

**Disability and Accommodations**

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

**FERPA**

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally

identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### **Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

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

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/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](#).

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### **Emergency Procedures**

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms). In the event of a medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

### **Use of Course Materials and Recordings**

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