FCS 394/594: Principles of Career and Technical Education:
Philosophy, Organization, and Administration of Career and Technical Education
University of Wisconsin-Stevens Point   Fall 2022

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 (link available through Canvas)

                     Use as an opportunity to connect with me, ask clarifying questions, & find support 😊
                     *Student teacher observations may conflict with office hours. Be sure to confirm with me in advance.

Class Schedule: Tuesday and Thursday 12:30 p.m. – 1:45 p.m.

Text: Foster, J., Foster, P., Hornberger, C., and McNally, K. (2015). *Your first year in CTE: 10 more*
       things to know. Alexandria, VA: Association for Career and Technical Education. **(Rental)**
       Additional selected reading will be available through Canvas

Course Objectives:
Upon successful completion of this course, each student should be able to:
  • Analyze and compare major theoretical concepts that have influenced CTE and FCS
  • Explain the relationship between CTE, FCS, and general education
  • Describe the role and function of youth organizations in CTE
  • Develop relationships with stakeholder groups (parents, business/industry, and community
     organizations) to advance the purposes of CTE and advocate for public support for CTE
  • Assume leadership responsibilities as a CTE professional to maintain and enhance local
     programs

Course Modules:
     1. Foundations of Career and Technical Education
     2. Impacting Students
     3. Advocacy and Promotion of Career and Technical Education

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	60-92
B-	80-82	F	< 60
C+	75-79		

Grading Plan:

Concept Reflection	20%	Educational Philosophy	10%
Observations/Interviews	15%	Professional Development	10%
Lesson Plan	20%		
Advocacy/Promotion	25%		

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 of the due date, 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 (Review Netiquette Guidelines)
- 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 (please refer to the posted assignment instructions and rubrics for more specific info before completing):

Discussions & Reflections	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: - Response to the discussion forum question/prompt - A reply to at least three (3) peer's initial posts - A response to any classmate who asks a question on your post - Posts should build on themes and ideas to further the conversation and create meaningful interaction and should incorporate evidence of understanding of readings Some modules will have a personal reflection to complete
Educational Philosophy	Describe your personal philosophy of education and the role of career and technical education. This paper should be 1-2 pages in length.
Observations/ Interviews	Complete 2 observations of CTE classrooms and/or CTSO meetings or 2 interviews of CTSO advisers in your discipline. Graduate level students will complete 2 interviews of CTE professionals – 1 CTE coordinator and 1 CTSO adviser in your discipline.
Lesson Plan	Develop a complete lesson which incorporates/uses CTSO (i.e. FCCLA) national programs/materials/principles. Graduate students will complete (3) complete lessons.
CTE Advocacy and Promotion	Create an advisory council rationale, membership roster, invitation and meeting agenda . Create three (3) social media posts using #SayYestoFCS. Present a 3 minute community or school board presentation advocating for CTE in your district.
Professional Development Activities	You must earn 8 professional development points during the semester. A summary report will be submitted. Points can be earned in the following ways: Points Action 4 Current membership in National organization (e.g. AAFCS/NCFR/ACTE-free) 4 Participation in a National Conference (e.g.AAFCS/NCFR/ACTE) 3 Presentation or evaluation at a FCCLA or HOSA event 3 Participation in a State Conference/Meeting (e.g. WAFCS/WICFR) 3 Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR. WICFR) 1 Membership in a State organization (e.g.WAFCS/WFCE/WICFR) 1 Membership in local student chapter (e.g. SPAFCS/UCFR) 1 Participation in professional organization activities or service projects 1 Participation in professional development and training (e.g. CEU Cert.) 1 Participation in regular student organization meetings (e.g. SPAFCS/UCFR) A variety of actions and/or organizations are desired. All points should not be from the same type of activity.

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 to no later than November 6.

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 13.**==

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.

Dates	Discussion topics for modules/ Assignments	Readings

9/6	**Module 1:** Foundations of Career &Technical Education
	
	Course Intro – Why CTE? Why CTE? - ACTE Benefits of Career and Technical Education (acteonline.org)
		Chapter 1 – What We Teach
		Infographic – What is CTE?
		Articles – What is career ready?
		    College & Career Ready Through
		    CTE

9/8	Review the materials provided. Consider the following questions and respond on the <mark>discussion board</mark>:
	What are some of the key concepts that define career and technical education?
	In what ways has career and technical education contributed to the advancement/welfare of our country?
		PPT-Defining CTE
		PPT-Evolution of CTE
		Articles – A Brief History
		  CTE Adapting to Meet the Demands of
		    Today's Economy
		CTE Brochure 2015

9/13	Review various philosophies and consider how they influence CTE programs. Write about your own educational philosophy as it relates to the goals of career and technical education curriculum, teaching methods, assessments, and classroom management. Be sure to address what you see as the purpose of CTE (i.e. Solve social problems and create a better world, provide critical thinking skills and other 21st century skills, etc.). Identify your responsibility as an educator/advocate of career and technical education. <mark>Submit your educational philosophy paper to by Sept. 27</mark>	Comparison of Philosophies Philosophies of Prosser & Dewey
9/15	How have local, state, and federal legislation and policies influenced career and technical education programs? <mark>Assignment due: Legislation research</mark>	Article-The Smith Hughes Act Carl D. Perkins Vocational Act
9/20	Read the article from the Journal of Family and Consumer Sciences - Teaching 21st Century Process Skills and review the 21st Century Skills materials provided. Consider the following questions: In what ways does career and technical education address the 21st Century Skills? How specifically might you integrate the 21st Century Skills in your classes? <mark>Assignment due: Choose one of the skill areas to reflect upon. Use the 21st Century Skills Checklist for Discussion to guide your response.</mark>	Article-Teaching 21st Century Process Skills Framework for 21st Century Learning 21st Century Skills for Future Success Employability Skills Framework Employability Skills Curriculum Employability Skills Rubric
9/22	Read the Time magazine article "Learning That Works" and the discussion questions provided. Choose two (2) of the statements to address. On the <mark>discussion board</mark>, share your thoughts and respond to at least three (3) of your peers.	Article – Learning That Works

	Module 2: Impacting Students	
9/27	Review the Career Clusters and Pathways. Which of the clusters connect most closely to your CTE area and the courses you may teach? ==Assignment due: Educational philosophy paper Sept. 27==	https://careertech.org/career-clusters PPT – Following Pathways to a World of P"OZ"ibilities
9/29	Check out the resources available to you as you plan, develop, and implement programs of study. Select a cluster and review the plan of study for 2-3 pathways. In a ==discussion post==, share and respond to at least three (3you're your peers. What do they have in common? What makes them unique? Reflect on the impact of career clusters and pathways on your future program. What message can you take away that will affect your approach to clusters and pathways? What actions will you take to strengthen your program and promote your programs of study?	Implementing POS in WI Article – FCS at the Center of CTE Role of FCS in Career Clusters
10/4	Lessons / Assessment Designing curriculum in CTE	Chapter 2 – Annual Planning in CTE Chapter 3 – How We Deliver CTE Day-by-Day Chapter 5 – Understanding Student Assessment Chapter 6 – Assessment Data & Instructional Improvement
10/6	Issues and Trends in CTE It is critical as professionals to stay abreast of current issues and trends in career and technical education. Additionally, you must be prepared to discuss these issues and at times provide an argument to justify your perspective.	Review trends articles
10/11	Review the information on Career and Technical Student Organizations (CTSOs). Consider how you can integrate FCCLA into your classes for a co-curricular experience. Explain how utilizing the mission, special programs, or competitive events might enhance your courses. ==Assignments due: CTSO mini-research== Be prepared to identify the organization, which content area it is connected to, describe the membership (who can join, numbers, etc.), explain the mission, share some projects and competitive events.	Chapter 4 – Using CTSOs to Enhance Your Content Articles – Perceptions of FCCLA Learning and Serving Through CTE Making CTE Work Through CTSOs CTSO Guide http://www.fcclainc.org/
10/13	Connect learning outcomes to FCCLA national program participation	FCCLA National Programs
10/18	STAR Events	FCCLA Competitive Events Guide

	Discover the many opportunities for students to take their learning beyond the classroom with competitive events – Also, consider how these events & their rubrics can be integrated in your classroom Write a lesson plan which incorporates/uses CTSO (e.g FCCLA) national programs, materials, and/or principles. ==Submit your lesson by Nov. 8.==	

10/20
 	
10/25
 	
10/27
 	
11/1
 	
11/3
 	
11/8
 	
11/10
	Module 3: Advocacy & Promotion of CTE
	 Attend HOSA Fall Leadership Conference on campus
	
	View the PPT-Personal and Professional Advocacy Skills and read your assigned article on Advocacy and share the key ideas in a ==discussion post==. What action(s) might you take in your own community?
	
	How can you connect to your community & use advisory councils effectively?
	
	Prepare a 3 minute community or school board presentation advocating for CTE in your district.
	==Presentation is due Nov.10==
	
	Create an advisory council invitation, membership roster, invitation, and meeting agenda.
	Create three (3) social media posts using #SayYestoFCS and/or #FCSsuccess
	==Materials should be submitted by Nov.10.==
	
	Partnerships & Parents
	Read the article – Full Spectrum of Community Support
	Consider ways that you can collaborate with various groups.
	
	 Work on Lesson Plans
	==Assignment due: Observations or Interviews==
	
	No class – Election Day!
	==Assignment due: Lesson plans==
	
	 Promotion / Marketing
	==Assignments due: Share a 3- minute community or school board presentation advocating for CTE in your district.==
	
	==Assignments due: Professional Development Summary and Advisory Council Materials and Social Media Posts==
		PPT – Personal and
		    Professional Advocacy Skills
		
		Chapter 9 – Connecting with
		    Occupational Advisory Councils
		PPT-DevelopMINT of Advisory
		    Councils
		Possible Advisory Committee
		    Activities
		Advisory Committee articles
		
		Chapter 7 – Connecting with
		    Parents
		Article-Full Spectrum of Community Support
		PPT-Collaboration with Community

Date	Topic	Assignment Due
Sept 6	Course Introduction	Infographic – What is CTE?; Chpt 1 – What We Teach; Why CTE?
8	What is Career and Technical Education?	Articles– What is Career Ready? and College & Career Ready Through CTE; CTE Brochure 2015; discussion board
13	History	Articles – A Brief History and CTE Adapting to Meet the Demands of Today's Economy; Philosophies
15	Legislation	Article – The Smith Hughes Act; Carl D. Perkins Vocational Act; Legislative research
20	21st Century Skills	Article- Teaching 21st Century Process Skills; 21st Century Skills for Future Success; Employability Skills Curriculum; 21st Century Skills
22	Learning That Works	Article-Learning That Works; discussion board
27	Career Clusters & Pathways	http://careertech.org/career-clusters ; Article- FCS at the Center of CTE; Role of FCS in Career Clusters; educational philosophy due
29	Programs of Study	Implementing POS in WI; PPT-World of P"OZ"ibilities ; discussion
Oct 4	Lessons / Assessment	Chpt 2 – Annual Planning in CTE; Chpt 3-How We Deliver CTE Day-by-Day; Chpt 5 – Understanding Student Assessment; Chpt 6 - Assessment Data & Instructional Improvement
6	Issues and Trends in CTE-guest presenter B. Rotering	Review trends articles
11	CTSOs	Chpt 4 – Using CTSOs to Enhance Your Content and PPT – CTSOs; Articles-Perceptions of FCCLA; Learning and Serving Through CTE; Making CTE Work Through CTSOs; CTSO Guide; CTSO mini-research
13	FCCLA National Programs-guest presenter K. Kindschy	FCCLA National Programs
18	STAR Events	FCCLA Competitive Events Guide
20	HOSA	Attend HOSA Fall Leadership Conference on campus
25	Advocacy	PPT-Personal and Professional Advocacy Skills; discussion
27	Advisory Councils	Chpt 9 – Connecting with Occupational Advisory Councils; PPT-DevelopMINT of Advisory Councils ; Possible Advisory Committee Activities and articles
Nov 1	Partnerships & Parents	Chpt 7 – Connecting w/ Parents; Article-Full Spectrum of Community Support
3	Work on Lesson Plans	Observation/Interviews due
8	No class – Election Day!	Lesson plan due
10	Promotion/Marketing	Presentation due Professional Development Summary due ; Advisory Materials & Social Media Posts due; Professional Development Summary due ; Advisory Materials & Social Media Posts due

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

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

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

Adapted from:

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

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

Other Campus Policies:
Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class.. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. *I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.* **Any exceptions to the attendance policy should be confirmed in writing.**

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. 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.

Equal Access for Students with Disabilities

> UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.
>
> *If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

Help Resources

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 & 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

Click here to flag a policy or practice that disproportionately affects marginalized students

UWSP Service Desk (1ˢᵗ Floor, Albertson Hall)

> 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) or visit this link for more information.

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.

Academic Honesty

> 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. 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.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

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.

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 [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

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.

Drug Free Schools and Communities Act

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

This 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](#).

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at vvww.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at https://myvote.wi.gov/en-us/PollWorker).

For more information on registration and voting procedure, visit your campus resource page at https://linktr.ee/UWSPGOTV or [www.myvote.wi.gov](#)

Emergency Procedures

- In the event of a medical emergency call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See [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 fire alarm, evacuate the building in a calm manner. Meet at across the street in front of Champions Hall. Notify instructor or emergency response personnel of any missing individuals.
- Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](#) for details on all emergency response at UW-Stevens Point.