**Parent, Home, and Agency Involvement
In Educating Children and Youth with Disabilities
Education 378**

Instructor: Mariah Pfundheller
Office: 447 CPS
E-mail: mpfundhe@uwsp.edu
Office Hours: by appointment through Zoom
Class Sessions: Fridays 9:00-11:30am on Zoom
Credits: 3
Required Text:

Turnbull, A.P., Turnbull, H.R., Erwin, E.J., Soodak, L.C., & Shogren, K.A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Upper Saddle River, NJ: Pearson.

Purpose 1:
• Develop a thorough understanding of familial needs, behaviors and concerns for all family members.

Purpose 2:
• Cite specific resources or interventions that can be applied to families having a family member with a disability

Purpose 3:
• Learn effective communication techniquest to utilize with all family members and community agencies.

School of Education Learning Objectives / Alignment to InTasc Standards:

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in the following areas:

- Students will develop and demonstrate effective communcation skills so that they can respond effectively to parents' responses in a variety of setting using written and oral formats.
  - Standard 5: Application of content, Developing

* Students will match specific familial needs to available national, state, and local resources based on familial choice and needs.
  - Standard 8: Instructional Strategies, Developing

* Students will demonstrate cultural sensitivities and competence by reflecting on one's own cultural background, appreciating the cultureal expectations and guidance provdied by varying cultural groups, and communicating in a manner that is in concert with cultural values of the family.
  - Standard 9: Professional Learning and Ethical Practice, Developing

* Students will develop and present a parent informational program by disseminatin ginformation in a professional, family-friendly manner using professional, non-jargon language.
  - Standard 9: Professional Learning and Ethical Practice, Developing
  - Standard 10: Leadership and Collarboration, Developing

* Students will explore and present community resources that support or assist a family system with a child with a disability.
  - Standard 10: Leadership and Collaboration, Developing

Education 378 is aligned with the following content guidelines for special education teacher certification.

Content Guidelines - Learning Disabilities
4. Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities.
6. The similarities and differences that exist between and among individuals with and without disabilities across the developmental spectrum and in different learning situations.
11. Methods for arranging, modifying and designing learning environments and instruction that promotes and enhances success for students with learning disabilities in general education curriculum and settings including: Strategies for facilitating the application and generalization of skills across settings. Directing and guiding paraprofessionals, volunteers, and peer tutors.
12. Managing student behavior and social interaction skills that lead to the development of student self-awareness, self-determination, self-advocacy, and independence as a learner including: Classroom management techniques and effective teaching practices that assist students with learning disabilities to develop and maintain appropriate social behavior, social interaction, conflict resolution, and self-advocacy skills. Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student.
13.Strategies including collaborative problem-solving and conflict resolution techniques which facilitate collaboration with general and special education teachers, parents, students, related service providers, administrators, paraprofessionals, support staff, and others to enhance joint planning, implementation and evaluation of educational and community services including transition planning and programming.
14. A commitment of professionalism and ethical practice including: Awareness and sensitivity to culture, religion, gender, sexual orientation, disability and level of technical knowledge among students, family and colleagues. Maintenance of a sense of professional efficacy by developing high expectations for life span potential of individuals with disabilities. Accountability for meeting student's unique needs, supporting students and their families and maintaining a high level of professional knowledge, competence and integrity in the practice of their profession. Professional conduct that protects the confidentiality of students and their families.
Content Guidelines - Intellectual Disabilities
2. Significant historical trends, current issues, and the effects of state and federal laws, regulations and litigation on students with ID.
3. The impact of ID on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with ID.
4. The methods to determine instructional priorities and assist students with ID to develop and attain life goals utilizing school and community resources.

5. Assessment, diagnosis and evaluation of students with ID including: Legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures with students with ID.

7. The principles of learning and effective instructional strategies to meet the needs of students with ID.

10. Curricula and methods including: Social development including human sexuality, self-advocacy, family and personal relationships. Daily living skills including self-care, health, safety, home maintenance, transportation, recreation, and leisure activities. Transition skills including career awareness, work-related skills and attitudes, job exploration, job-training skills, work experience and community based instruction.

12. Managing student behavior including: Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student. Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.

14. The use of strategies which facilitate collaborative relationships among general and special education teachers, paraprofessionals, related services staff, support staff, administrators, parents, and others to jointly plan, implement, and evaluate educational services. Effective training and appropriate utilization of special education paraprofessionals who assist students with ID.

15. Effective training and appropriate utilization of special education paraprofessionals who assist students with ID.

16. Working with healthcare professionals and other support staff to plan, develop, implement, and evaluate a health care plan that may include seizure management, tube feeding, catheterization, use of oxygen and CPR.

18. A commitment to professionalism and ethical practices including: Awareness and sensitivity to culture, religion, gender, and sexual orientation among students, family and colleagues. Maintenance of a sense of professional efficacy by developing high expectations for the quality of lifespan potential of individuals with disabilities. Professional conduct that protects the confidentiality of students and their families.

Content Guidelines - Emotional Behavioral Disability

1. The philosophical, historical, and legal foundations of special education – ED/EBD including: Atypical development with the context of typical child and adolescent development. Differing perceptions of deviance, including mental health, legal-corrections, social welfare and education systems, as they apply to students with ED/EBD. A variety of theoretical approaches as they apply to students with ED/EBD.

2. The characteristics of ED/EBD learners including: The medical, psychological, psychiatric, AODA (alcohol and other drug abuse), developmental and physical characteristics as they apply to students with ED/EBD.

3. The assessment, identification and evaluation of ED/EBD learners including: Interviewing skills, especially related to documentation of behavioral concerns. Evaluation of IEP progress, especially in the areas of behavior and social skills. Evaluation of program effectiveness, especially in non-academic areas.

4. Instructional content and practice for ED/EBD learners including: Working with paraprofessionals and classroom assistants.

5. Planning and managing the teaching and learning environment for ED/EBD learners including: Transition issue for students with ED/EBD: into and out of alternative environments (e.g., hospitals, correctional facilities, other segregated placements); from activity to activity; between educational levels (e.g., elementary to middle, middle to high school, high school to postsecondary); between child/adolescent and adult systems, including community agencies and services; from school to employment/work settings; developing social competence; and learning self-advocacy.

6. Managing student behavior and teaching social interaction skills – ED/EBD including: Problem solving and conflict resolution. Physical intervention strategies that are both effective and safe for students and staff. Environmental/contextual issues. Power struggles. Affective education and self-control issues. Generalization to other settings. Interpersonal and group dynamics (including active listening).

7. Communication and collaborative partnerships including: Dealing with conflict, confrontation, compromise, and consensus. Facilitation skills. Public relation skills. Understanding family systems, including non-traditional families, and the impact of ED/EBD on the family. Communicating and collaborating with colleagues (regular education teachers, administrators, pupil services personnel, etc.) parents and families, professionals, and agencies external to schools. Advocacy for students and self.

8. Professionalism and ethical practices including: Stress management for self, including organizational and time management skills. Maintaining a professional image (e.g., personal appearance, demeanor/behavior).

Content Guidelines - Cross Categorical Certification

1. The current legislation, regulations, policies, litigation, and ethical issues related to the provision of special education services (e.g., procedural safeguards, continuum of services, least restrictive environment, assessment, discipline, supplemental services and supports, related services, assistive technology, specialized health care). The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and school. The issues and trends related to all areas of special education including early childhood special education and the provision of adult services (e.g., family-centered, community-based settings and services, interagency collaboration). The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

2. The characteristics of learners including effects of medications on student learning.

4. Instructional content and practice including: Cultural perspectives regarding effective instruction for students with disabilities, the development and implementation of a transition planning.

5. Planning and managing the teaching and learning environent including: Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities; principles of physical and health management; instructional programs that enhance a student's social participation in family, school and community activities.

6. Managing student behavior and teaching social interaction skills including:
Problem-solving and conflict resolution.

7. Communication and collaborative partnerships including: Effective communication and collaborative relationships between parents, students, and school and community personnel in a culturally responsive environment; effective communication (oral and written) and collaboration with general education teachers, paraprofessionals, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services; family systems and the role of families in supporting child development and educational progress; the appropriate strategies to help parents deal with concerns regarding their children with disabilities; the multiple resource services, networks and organizations that assist families and students; the types of information generally available from family, school officials, legal system, and community service agencies; the roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying and providing services; the characteristics and effects of the cultural and environmental background of the student and family including socioeconomic level, availability of health care, community supports, abuse/neglect, and substance abuse.
8. Professional and ethical practices including: Personal and cultural biases and differences that affect one's teaching and interactions with others; participate in the activities of professional organizations and activities that may benefit students with disabilities and their families; positive regard for the culture, religion, gender, and sexual orientation of individual students, their families and colleagues.

Tentative Schedule of Class Topics / Assignments and Required Readings:
Students will be accountable for reading and assignments listed below. The schedule is subject to change. Changes will be discussed in class and outlined in Canvas.

Class	Class Dates	Topic(s)	Assignments due for class session (due by 8am on the day listed unless otherwise noted)
1	Sept. 4	First class- syllabus review, Family characteristics	**Nothing due** Complete after class: *Family Engagement Attitude Survey-either print it or record your responses on another doc. Rate yourself on each item using the three options. Keep your survey responses; we will revisit this survey at the end of the course. (You will not submit this survey now.)*
2	Sept. 11	Celebrating Diversity Family Systems Explain Community Resource Prepare	**Chapters 1-4 Reading and Questions** **Welcome to Holland…….Mini-Assignment**
3	Sept. 18	Family Interview, Family Needs Assessment, Parenting Styles, Meeting Family Functions Explain Sibling Emotion Slide Assignment	**Read: *Living with a Brother or Sister with Special Needs* and *Emotional Problems Facing Siblings of Children with Disabilities* (find on Canvas) and take the quiz that goes with it**

			Color blind or Color brave? Mini-assignment **Iceberg Mini Assignment** *Work on Sibling Emotion Slide Assignment*
4	Sept. 25	**Sibling Slides presentations today!** Family Needs Assessment, Parenting Styles, Meeting Family Functions, Sibling Relationships	**Sibling Emotion Slide Presentation** **Read Chapter 5 & Answer Questions** **School Age Parent Mini-assignment** **Rosie Mini-Assignment**
5	Oct. 2	Family Stress/poverty, Adolescent Parenting, Sexuality, Consent, Addiction,Sibling Relationships	**Poverty** **Read Parent Discussion Guide** **CONSENT PARTICIPANT FEEDBACK FORM**
6	Oct. 9	Child Abuse / Neglect, Child Protective Services, Children in Foster Care	**Read Chapter 11 & Answer Questions** **Family Resources Activity**
7	Oct. 16	<mark>No class-</mark> Ms. Pfundheller will be on Zoom for any questions or clarification about the Community Resource Exploration Assignment.	**1st Part - Community Resource List** **Mandated Reporter**
8	Oct. 23	Community Resources Presentations	**Completed- Community Resource List**
9	Oct 30	Trauma Informed Care, ACE Study Explain Parent Education Project Explain SMART Goal	**Read Chapter 7 and write three things that you learned** **Reflection- Community Resource List** **ACE**
~~10~~	Nov. 6	Evolution of Public Policies concerning children with disabilities	*Picking Parent Education Project Topic- First come, first pick- Not graded* **Prepare for Parent Education Project** **Parent Education Project SMART Goals** **Written review of parent presentation turned into dropbox by today. (See Canvas for**

			guidelines) Any copies that need to be made are also due or you will need to run them off yourself.
11	Nov 13	Work on Parent Education Presentations they are due before next class! NO CLASS- I will be on Zoom if you have any questions.	**Parent Education Project - Pre & Post Test** *Work on Parent Education Presentations*
12	Nov 20	Parent Education Presentations	**Rubric - Parent Education Project Presentation Rubric.** Submit your completed Parent Education Project under this on Canvas **Parent Program Peer/Self Assessment/Reflection**
	Nov 27	**NO CLASS- FALL BREAK!**	
13	Dec 4	Communication and collaboration- Empathetic listening	**Read Chapter 8 & Answer Questions** **DPI Promoting Excellence For All**
14	Dec 11	Mindfulness and Self-Care	**Communicating with Parents** **Family Engagement Attitude Reflection**
Final Exam	December 18th 9-11:30a.m.	Final Exam	Complete Final Exam by Friday. 12/18 at 11:30am - Final Exam Google Slide and Paper

Grading Scale
100% -94% = A, 93%-90% = A-, 89%-87% = B+, 86%-84% = B, 83%-80% = B-, 79%-77% = C+, 76%-74% = C, 73%-70% = C-, 69%-67% = D+, 66%-64% = D, 63% & below = F

Course Requirements:

1. **Class Attendance and Participation:**
   "Given the extraordinary nature of the COVID-19 pandemic, requiring students to be physically present in a face-to-face class is inappropriate. Requiring participation in a synchronous online class can also be problematic. Therefore, for the duration of this health crisis, instructors may not establish an attendance policy that directly connects class attendance to a student's grade without providing online, asynchronous alternatives that can substitute for

attendance. Grading policies that include attendance are acceptable provided that they define "attendance" to include participation in online asynchronous activities as an alternative."

2. **Weekly Assignments:** Readings and weekly assignments provide an opportunity for students to develop a beginning understanding of new information. Weekly assignments must be completed prior to class. Weekly assignments should provide thoughtful summaries that answer the questions/prompts provided. All weekly assignments will be listed in Canvas. Late submissions will not receive credit unless **prior** approval was granted by the instructor. Each weekly assignment will vary in points.

    Learning outcomes 1, 2, and 3 are met.

3. **Parent Education Information Program:** Students will work in small groups (no more than 3 students) to develop a parent information program about a topic of importance to parents.

    Topic suggestions include, but are not limited to: effective responses to bullying, the importance of reading to children, developing healthy family routines, creating successful study habits, facilitating peer relationships, media consumption, teaching self-care skills, building lifelong learning skills, dealing with challenging behaviors, value of play, and other suggestions you may have.

    Presentation format suggestions include, but are not limited to; sample home visit activities, parent night presentations, parent night video presentation (infomercial), 1:1 or small group parent education session(s), poster presentation, ongoing parent outreach (series of flyers/brochures/handouts), audio presentation / podcast. A sign up list will be provided in class.

    Additional information will be provided in class. Students will earn a maximum of 130 points.
    Learning outcomes 1, 2, and 3 are met.

4. **Community Resource Exploration:** Students will work in pairs, small groups, or individually to gather information about resources in a community/county of their choice. Groups/pairs **must** be different from your parent educational information groups. Information to be gathered should be related to a topic and/or age group that is relevant to your future work. Resources should be specific to a family system that includes a student with a disability and must include; local/regional, state, and national resources. Everyone will be using an editable Google doc for sharing work with the instructor and with classmates.
    A sign up list will be provided in class.
    Additional information will be provided in class. Students will learn a maximum of 80 points.
    Learning Outcome 3 is met.

5. **Sibling Slides**: Students will work in pairs to explore the research, literature and emotions associated with being a sibling of a child with a disability. This assignment will be started in class. Additional information will be provided in class. Students will earn a maximum of 35 points
    Learning outcome 2 is met.

6. Final Exam: Students will engage in a comprehensive examination. Content of the exam will cover material from assigned readings and class discussions. (100 total points)

Grading - Total Possible Points

Weekly Assignments - TBD
Parent Education Program - 130
Community Resource Exploration – 80
Sibling slides- 35
Final Exam - 100
Total Points = TBD

Grading Scale:

A	94 -100 A-		91-93		
B+	88-90	B	85-87	B-	82-84
C+	78-81	C	75-77	C-	72-74
D+	69-71	D	65-68	F	Below 65

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.
Your grade= number of points earned XXXX/ total points possible.

Late Work Policy:
I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed not more than one week late can receive no more than 80% of the points possible. After one week, credit will not be given unless prior arrangements have been made.

Learner Expectations:
Integrity:
You are an adult and will be treated as such in this class. As a professional, it is the expectation that you are prepared for the day's content and willingly participate in classroom discussions. We will all learn from one another. I expect you to treat me, your colleagues, and everyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (attendance, assignments, etc.), I expect you to communicate with me and anyone else affected as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments require this. You will be expected to research an educational topic and community resources. Be aware that when you use others' work, it must be accurately quoted, cited, or paraphrased. Make sure you give credit where credit is due. I urge you to make intellectual integrity a central part of your professional identity. Accidentally or deliberately leaving off credit is professionally and morally wrong. If you are unclear on how to give proper credit, please ask me prior to turning in the assignment.

Technology Expectations: Students will need to use Canvas to submit all written assignments and to participate in two class discussions. Please check the course Canvas site and UWSP email for any updates related to the course.

Technology Use:
The use of electronics in class shall be limited to course content. Do not engage in texting, emailing, or unrelated internet searches during class. I understand that everyone has obligations outside of school. If you need to have your phone available during class time, please contact me to discuss this need. Electronic use that is outside of the classroom use will negatively impact a student's class attendance and participation grade.

Class Climate & Honoring Difference:
The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities 🔗 .

Exceptional Needs Policy:
I'm dedicated to accommodating the needs of my students. I do not believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I am happy to make an accommodation. Here are some exceptional needs that I will accommodate; learning disability, physical disability, chronic illness, death in the family, car accident, sick child.
As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies 🔗 If you have a disability and want an accommodation, please register with the Disability Services and Assistive Technology Office 🔗 and then contact me. If you're unfamiliar or uneasy with this process, please contact me and we'll work through it together.

SOE Dispositions Model:
As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

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.

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UWSP Service Desk

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 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

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 falsified 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.

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 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 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. For more information see the Title IX page.

Clergy 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 Clergy 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.