

FCS 166 The Family: Continuing Concerns Summer 2023 On-line May 30 – June 16, 2023

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Office Hours: By appointment through Zoom – use this link: [My Office Hours – Select a Meeting Day & Time](#)
This is an opportunity to connect with me, ask clarifying questions, and find support 😊

Texts:

Cherlin, A. J. (2021). *Public and private families* (9th ed.). McGraw-Hill.

Course Description: This course will examine research, theory and family policy that relates to complex concerns families face over time.

Introduction and Learning Objectives:

This on-line course is organized into **6 learning modules** with textbook and other readings, some include power point presentations, and videos. Each module is allocated a set time however you may work ahead should you choose. **There are due dates!** I have organized the materials slightly different from what the required textbook author uses and am not covering all of the texts chapters as you will note in the Module Structure included in this syllabus. You will also see the assigned modules on Canvas with the related materials included.

Learning objectives

Through active engagement, completion of assignments and exams:

- Students will be able to define what makes a family.
- Students will reflect (through writing) on the factors (race, culture, social class, gender roles and family structure) that make families different and similar. *(aligns with USD LO1- describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc)*
- Students will be able to explain family diversity in structure, culture and inequalities as it links to social policy. *(aligns with SS LO2- students will be able to examine and explain how social, cultural, or political institutions influence individuals or groups and USD LO2 - explain how individuals or groups in the United States have responded to the experience of discrimination and inequality)*
- Students will be able to examine an issue, analyze its implications, and formulate a position. *(aligns with USD LO3 - demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States)*
- Students will be able to identify and apply different sociological theory and research methods used to investigate complex family issues. *(aligns with SS LO1- students will be able to explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.)*

Workload Expectation

The University of Wisconsin System defines the course workload (i.e., reading, watching videos, attending class, discussing, studying) for the average student for 3 credit undergraduate class at 9 hours per week during a 15 week academic semester, not including the final exam period. Note this expectation is for the average student getting an average grade. **The on-line format may make this class feel faster and a more intense learning experience. As you are taking the course over an abbreviated 3 week period, each day basically equates to one week during a semester.** It is my hope that the way the class is set up will assist you in learning the information. Compared to a traditional classroom, an on-line class requires greater self-motivation and discipline and may have more reading/writing assignments.

Exams:

There are 4 tests dispersed throughout the modules. They are active and are timed (180 minutes) so once you start a test you will have 180 minutes to complete and submit it. Each test has 25 questions worth 50 points. Each test covers 2-3 chapters with the questions separated by chapter. While the tests are dispersed throughout the modules, you may take them at any time during the class as long as they are completed by **June 16 at 11:59 PM.** In accordance with the Americans with Disabilities Act of 1990, students who need special accommodations should contact the instructor.

Written Work:

When responding to assignments within the modules please use proper sentence structure and grammar. **BE COMPLETE IN YOUR RESPONSES. Support your statements with evidence from the text and video. Explain how the topic relates to your experiences and/or current situation.** Please proof your assignments prior to submitting them checking for common spelling and punctuation errors. When responding you do not need to include the questions. Please utilize the reflection rubric.

Grading Plan:

Assignments:

Module Reflections	40%
On-line Discussion	15%
Policy Letter to Legislature	15%
Tests	30%

Grade/Percentage

A	94-100%	B	83-86	C	74-76	D	60-66
A-	90-93	B-	80-82	C-	70-73	F	< 60
B+	87-89	C+	77-79	D+	67-69		

Incomplete Policy:

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

Canvas:

This class uses Canvas, UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in assignments. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Expected Instructor Response Times:

I will attempt to respond to student e-mails within 24 hours. If you have not received a reply within 24 hours, please resend your e-mail.

If the question is not confidential or personal in nature and is a general course question, please post to the Course Q & A Discussion forum. I will post answers to all general questions there so that all students may view.

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

Student Expectations:

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

- Read documents online
- View online videos
- Participate in online discussions (Review Netiquette Guidelines, pg. 8 of syllabus)
- 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.
- I acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and marginalization. My commitment to you as your instructor is to minimize systemic forces of marginalization in the classroom in efforts to create a safe learning environment for all of us. I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community.

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 2nd negotiation will result in reduced credit. **Late work will not be accepted after June 16.**

Understand When You May Drop This Course:

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.









Changes in Syllabus: **A tentative course syllabus is provided.

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

FCS 166: tentative Course Schedule







May 30 & 31 Tuesday & Wednesday

Mod I Public & Private Families Throughout History

-  Read through the Syllabus
-  Read Chapter 1 – Public and Private Families & Chapter 2- The History of the Family in the text- Public and Private Families by Cherlin
-  Watch video Family of Us (26:39) <https://wisconsin.pbslearningmedia.org/resource/family-of-us-group-video-gallery/american-portrait-family-of-us-gallery/>
-  Participate in On-line Discussion for Week 1
 - "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessing of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." - Preamble
 -  Access the Constitution and its Amendments at: <https://constitutioncenter.org/interactive-constitution/full-text>
 -  Watch video Intersectionality 101 at: <https://www.youtube.com/watch?v=w6dnj2lyYjE>
 - How does one's identity influence the definition of "We"? How have "We the People" changed in the United States since 1787? What portions of the Constitution and its Amendments address family concerns and in what way? Should additional Amendments be considered and why?
-  Complete the Chapter 1 & 2 assignment
-  Take test 1- Chapters 1&2

June 1 & 2 Thursday & Friday









Mod II Gender and Families

-  Read Chapter 3-Gender and Families in the text
-  Read the article- *Two Spirits, One Struggle: The Front Lines of Being First Nations and Gay*.
-  View videos Kuma Hina- A Place in the Middle and TEDX Talk-Toilets, Bowties, Gender and Me
-  Watch video "Pink for Boys and Blue for Girls" at <https://www.facebook.com/originofeverythingpbs/videos/330862337401115/>
-  Complete the assignment Gender Matters
-  Consider policy issue for letter to legislature

Saturday, June 3 11:59PM assignments for Modules I & II are due to the drop box














June 5 & 6 Monday & Tuesday

Mod III Sexualities

-  Read Chapter 6-Sexualities in the text
-  Read the Debate – Issue Are There “Male” and “Female” Brains
-  Watch the video Stripping Down the Hookup Culture: The Need for Emotional Visibility
<https://www.youtube.com/watch?v=EhzOohyAZjs>
-  Read Debate- Issue # 6- Should “Abstinence- Until Marriage” Be the Only Message for Teens?
-  Read the Time article by Laurie Halse Anderson at: https://time.com/5503804/ive-talked-with-teenage-boys-about-sexual-assault-for-20-years-this-is-what-they-still-dontknow/?utm_source=emailshare&utm_medium=email&utm_campaign=email-share-article&utm_content=20200106
-  Read the article at: https://www.huffpost.com/entry/your-spouses-love-language_n_5a580310e4b0720dc4c5ab71
-  Complete the Sexualities assignment
-  Take test 2- Chapters 3 & 6

June 7 & 8 Wednesday & Thursday








Mod IV Socioeconomics & the Family

-  Read Chapter 4-Social class and Family Inequality in the text
-  Read Chapter 8 – Work and Families in the text
-  Read Fair Play by Eve Rodsky Chapters 1 & 2 and review Home Equity Presentation slides
-  Read ALICE Report <https://www.unitedwaywi.org/page/ALICE>
-  View – *Growing Up Poor in America* with graphic organizer
-  View – *Two American Families* with graphic organizer
-  Read Poverty causes and effects and PPT-Impact of Poverty on School-Age Children
-  Participate in the On-line Discussion for Week 2
 -  Watch <https://www.youtube.com/watch?v=VJR657hiYus> (2 min 11 sec)
 -  View <https://m.facebook.com/watch/?v=2997020070344226> (4 min 26 sec)
 -  Read the article at: <https://www.cbsnews.com/news/where-americans-are-going-hungry/?ftag=CNM-00-10aac3>
 - Share your reaction. Should programs be expanded, reduced, or eliminated? Which assistance programs, if any, should receive funding priority?
 - What could be done to remove the stigma and misconceptions surrounding public assistance programs? How can we eliminate shaming those who access available funding?
-  Complete the Work and Families Assignment
-  Research issue for policy letter to legislature

June 9 Friday @ 11:59PM assignments for Mods III & IV are due to the drop box












June 12 & 13 Monday & Tuesday

Mod V Children & Parents

-  Read Chapter 9-Children and Parents in the text
-  Read article – Gay Throuple Makes History <https://scoop.upworthy.com/gay-throuple-makes-history-first-polyamorous-family-list-three-parents-birth-certificate?fbclid=IwAR2hiIVrPXgsLMUF0I3yftt&v5m1AsZ1Dxu3mhPVRA6HRBDdkqDokXPQtPA>
-  Read Debates: issue #11- “Should Same Sex Couples be allowed to Legally Marry” and Issue- “Should Same-sex Adoption Be Legal?”
-  Read NCFR Policy Brief – LGBTQ+ Parents and Their Children
-  View- Two Dads, Two Moms: Gay Couples & Their Families (51:59)
-  Complete the Gay Couples assignment
-  Complete Test 3 – Chapters 4, 8 & 9

June 14 & 15 Wednesday & Thursday

Mod VI Divorce & Step-Parenting and Family Policy Advocacy

-  Read Chapter 7-Cohabitation and Marriage in the text
-  Read Chapter 12-Union Dissolution and Repartnering in the text
-  Read Debate issue #3- “Does Divorce Create Long-Term Negative Effects for Children?”
-  Participate in the On-line Discussion for Week 3
 - "Knowing is not enough; we must apply. Willing is not enough; we must do." - Johann Wolfgang von Goethe
 - "Activists today have to know the law, we have to know history, we have to know the Constitution, because fundamentally these are the things that we are pushing for change on" - from Amend: The Fight for America on Netflix
 -  Review the section "Family Policy Advocacy Resources."
 -  Read Chapter 14-The Family, the State, and Social Policy and read the article “We the People: Renewing Commitment to Civic Engagement”
 -  Review 8 Supreme Court Decisions That Changed US Families <https://www.livescience.com/37674-supreme-court-decisions-changed-families.html>
 - What role can individuals have in advocating for family policy? What evidence has emerged to support the rationale that policymaking should aim to strengthen families? What issues have been a focus of policymaking in the last decade? What issues do you believe should be the focus going forward?
-  Watch video-Split: Divorce Through Kids’ Eyes (30 min 31 sec)
-  Complete the Divorce & Step-parenting assignment
-  Take test 4- Chapters 7, 12, & 14
-  Write final draft of policy letter to legislature

Complete remaining assignments and turn in by 11:59 PM Friday, June 16

Complete all remaining tests by Friday, June 16 at 11:59 PM

Resource List

- Anderson, C. (2004). *Family and community policy: Strategies for civic engagement*. Goodheart-Willcox
- Dyson, D. (2020). *Taking sides: Family and personal relationships*. (11th ed.) McGraw-Hill Education.
- Bogenschneider, K. (2006). *Family policy matters: how policymaking affects families and what professionals can do*. (2nd ed.) CRC Press.
- Bogenschneider, K. (2000). Has family policy come of age? A decade review of the state of U.S. family policy in the 1990s. *Journal of Marriage and the Family*, 62(4), 1136-1159.
- Joseph, J. (March 9, 2021). Gay throuple makes history as the first polyamorous family to list three fathers on birth certificate Retrieved from:
<https://scoop.upworthy.com/gay-throuple-makes-history-first-polyamorous-family-list-three-parents-birth-certificate?fbclid=IwAR2hilVrPXgsLMUF0I3yftt8v5m1AsZ1Dxu3mhPVRA6HRBDdkqDokXPQtPA>
- Kamerman, S. B., & Kahn, A. J. (2001). Child and family policies in an era of social policy retrenchment and restructuring. In T. Smeeding & Koen Vlemincks (Eds.), *Child well-being and poverty: Policy in modern nations* (p.501-525). The Policy Press.
- Klassen, K. (2014). Two spirits, one struggle: The front lines of being First Nations and gay. Vancouver Westender. Retrieved from: <http://www.westender.com/news-issues/two-spirits-one-struggle-the-front-lines-of-being-first-nations-and-gay-1.1269015#sthash.IAhaUzME.dpuf>
- NCFR. (2000). Public policy through a family lens: sustaining families in the 21st century. National Council on Family Relations
- Rodsky, E. (2019). *Fair play: a game-changing solution for when you have too much to do (and more life to live)*. G.P. Putnam's Sons.
- Patterson, C.J., Farr, R. H., & Goldberg, A. E. (2021). LGBTQ+ parents and their children policy brief. National Council on Family Relations.
- Schroeder, E. (2006). *Taking sides: Family and personal relationships*. (7th ed.). McGraw-Hill/Dushkin.
- Schroeder, E. (2020). *Taking sides: Gender*. (9th ed.) McGraw-Hill Education.
- Wisensale, S. (2001). Family leave policy: The political economy of work and family in America (p. 29-51). M. E. Sharpe.

Video

- Bruno, E. (2013). Split: a film for kids of divorce (and their parents). Kanopy. Retrieved from, <https://uwsp.kanopy.com/video/split-divorce-through-kids-eyes>
- Films Media Group. (2013). *Two dads, two moms: Gay couples and their families*. Films On Demand. Retrieved from <https://fod.infobase.com/PortalPlaylists.aspx?wID=102962&xtid=53324>
- Hamer, D. (2014). A place in the middle. Kanopy. Retrieved from, <http://uwsp.kanopystreaming.com/video/expanding-gender-youth-out-front>
- Moyers, B. Hughes, K. (Director). (2013). Two American families [Video file]. PBS. Kanopy. Retrieved from <https://uwsp.kanopy.com/video/frontlinetwo-american-families>
- Neumann, J. (Director). (2020). Growing up poor in America. [Video file]. PBS. Retrieved from <https://www.youtube.com/watch?v=qAxQltlGodA&t=3s>

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/Engagement

Attending/Engaging in 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/engagement and achievement in education has been extensively documented in peer-reviewed research.

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 108 CCC

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 234 CCC ext. 3568	Academic and Career Advising Center, 209 CCC ext . 3266	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

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](#).

Use of Course Materials and Recordings

Lecture materials and recordings for FCS 166 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at vwww.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.