

**FCS 394/594: Principles of Career and Technical Education:
Philosophy, Organization, and Administration of Career and Technical Education
University of Wisconsin-Stevens Point Fall 2018**

Instructor: Susan Turgeson, Ed.D., CFCS
Family and Consumer Sciences Assistant Professor
236 CPS 715-346-2263 susan.turgeson@uwsp.edu

Office Hours: Monday* 10:30 a.m. – 2:30 p.m.
Tuesday & Thursday 8:30 a.m. – 10:45 a.m.
Wednesday * 1:00 p.m. – 4:00 p.m.
Other times by appointment -Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.
*Student teacher observations may conflict with this time. 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.

Available for purchase from <http://www.acteonline.org>

Additional selected reading will be available through D2L

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

Instructional Strategies:

During the course, we will be utilizing D2L. On the course's D2L page under 'Content,' you can find the syllabus, assignments, and required readings and videos that correspond to each module. These additional materials are meant to help you understand the concepts more fully, as well as supplement the chapter readings with additional information. In addition, on D2L you will also find discussion forums and the 'Drop Box', where you will upload all of your assignments. The course provides a number of activities and assignments that will allow students to work individually, to share

ideas with others and engage in private reflection in ways that promote a richer understanding of the course content. Students will be expected to thoroughly prepare for class assignments by completing the assigned readings in advance so that they are prepared to engage fully during on-line discussions. The format of assignments varies. In some cases, you will be asked to submit a paper, complete a specific activity, reflect on how you would respond in specific situations, analyze a program, etc.

Grading Plan:

Class Engagement	15%
Educational Philosophy	10%
Observations/Interviews	10%
Lesson Plans	20%
CTE Advocacy/Promotion	20%
Professional Development	10%
Exams	15%

Grade Distribution:

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

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

Discussions & Reflections	<p>Students are expected to actively contribute to the discussion providing helpful, meaningful, and beneficial contributions to the group process.</p> <p>The discussion format will encourage students to analyze alternative ways of thinking and assist students in exploring their own experiences.</p> <p>Requirements:</p> <ul style="list-style-type: none"> - 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 <p>Some modules will have a personal reflection to complete</p>										
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	Pre-professionals will complete 2 observations of CTE classrooms and/or CTSO meetings. Current working professionals will complete 2 interviews of CTE professionals – 1 CTE Coordinator and 1 CTSO adviser in your discipline.										
Lesson Plans	Develop two (2) complete lessons which incorporate/use CTSO (i.e. FCCLA) national programs/materials/principles.										
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	<p>You must earn 8 professional development points during the semester. A summary report will be submitted. Points can be earned in the following ways:</p> <table border="0"> <thead> <tr> <th><u>Points</u></th> <th><u>Action</u></th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Current membership in National organization (e.g. AAFCS/NCFR/ACTE)</td> </tr> <tr> <td>4</td> <td>Participation in a National Conference (e.g.AAFCS/NCFR/ACTE)</td> </tr> <tr> <td>3</td> <td>Presentation or evaluation at a FCCLA or HOSA event (Note: FCCLA Leadership Academy 10/22 and HOSA Leadership training 10/30)</td> </tr> <tr> <td>3</td> <td>Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)</td> </tr> </tbody> </table>	<u>Points</u>	<u>Action</u>	4	Current membership in National organization (e.g. AAFCS/NCFR/ACTE)	4	Participation in a National Conference (e.g.AAFCS/NCFR/ACTE)	3	Presentation or evaluation at a FCCLA or HOSA event (Note: FCCLA Leadership Academy 10/22 and HOSA Leadership training 10/30)	3	Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)
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	<p>3 Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR, WICFR)</p> <p>1 Membership in a State organization (e.g. WAFCS/WFCE/WICFR)</p> <p>1 Membership in local student chapter (e.g. SPAFCS/UCFR)</p> <p>1 Participation in professional organization activities or service projects</p> <p>1 Participation in professional development and training (e.g. CEU Cert.)</p> <p>1 Participation in regular student organization meetings (e.g. SPAFCS/UCFR)</p> <p>A variety of actions and/or organizations are desired. All points should not be from the same type of activity.</p>
Exams	A mid-term and final exam are required. The format is primarily essay and short answer.

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 the dropbox on D2L no later than November 6.

Desire2Learn:

This class uses Desire2Learn (D2L), 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 most assignments. You can log into D2L at, <https://uwsp.courses.wisconsin.edu/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <https://mypoint.uwsp.edu>, on the Academics tab. After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

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.

Confidentiality:

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.

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. **Dropbox closes at 10 p.m. on due date.** Any work submitted after that time will be considered late. **Late work will not be accepted after Nov. 6.**

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

Dates	Discussion topics for modules/ Assignments	Readings
	Module 1: Foundations of Career & Technical Education	
9/4	Course Intro	Chapter 1 – What We Teach Infographic – What is CTE?
9/6	Review the materials provided. Consider the following questions: What are some of the key concepts that define career and technical education?	Articles – What is Career Ready? College & Career Ready Through CTE
9/11	On the discussion board, share your thoughts about the following: In what ways has career and technical education contributed to the advancement/welfare of our country? How has CTE adapted to meet the demands of contemporary society? Please respond to at least three (3) of your peers. 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 21 st century skills, etc.). Identify your responsibility as an educator/advocate of career and technical education.	PPT-Defining CTE PPT-Evolution of CTE CTE Brochure 2015 Articles-A Brief History CTE Adapting to Meet the Demands of Today's Economy Comparison of Philosophies Philosophies of Prosser & Dewey
9/13	Submit your educational philosophy paper to D2L by Oct. 4. How have local, state, and federal legislation and policies influenced career and technical education programs?	Carl D. Perkins Vocational Act Article – The Smith Hughes Act
9/18	Assignment due: Legislation research 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? Assignment due: Choose one of the skill areas to reflect upon. Use the 21st Century Skills Checklist for Discussion to guide your response.	Article-Teaching 21 st Century Process Skills 21 st Century Skills Framework 21 st Century Skill Analysis

9/20	<p>Read the Time magazine article “Learning That Works” and the discussion questions provided. Choose two (2) of the statements from the discussion sheet to address. On the discussion board, share your thoughts and respond to at least three (3) of your peers.</p> <p>Review the Wisconsin skills standards and Wisconsin Common Career Technical Standards.</p>	<p>Article – Learning That Works</p> <p>WI Skills Standards Certification Programs</p> <p>http://cte.dpi.wi.gov/cte_cte_skills</p>
	<p>Module 2: Impacting Students</p> <p>9/25 Review the Career Clusters and Pathways. Which of the clusters connect most closely to your CTE area and the courses you may teach?</p> <p>9/27 Access the website for Wisconsin Career Pathways. Check out the resources available to you as you plan, develop, and implement programs of study. Choose a POS and review some examples from other schools. What do they have in common? What makes them unique?</p> <p>Reflect on the impact of career clusters and pathways on your program and share in a post to the discussion board. 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? Please respond to at least three (3) of your peers.</p> <p>10/2 Lessons / Assessment Designing curriculum in CTE</p> <p>10/4 Issues and Trends in CTE – guest presenter, Britta Rotering</p> <p>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.</p> <p>Assignment due: Educational Philosophy to D2L dropbox by 10 p.m</p> <p>10/9 Review the information on Career and Technical Student Organizations (CTSOs). In a discussion post, 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</p>	<p>Clusters and Pathways PPT – Following Pathways to a World of P”OZ”ibilities</p> <p>https://www.wicareerpathways.org/</p> <p>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</p> <p>Review trends articles</p> <p>Chapter 4 – Using CTOS to Enhance Your Content</p>

<p>10/11</p> <p>10/18</p>	<p>enhance your courses. Please respond to at least three (3) of your peers.</p> <p>Assignments due: CTSO mini-research & 1st Essay Exam 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.</p> <p>STAR Events</p> <p>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</p> <p>Guest speaker – Cathy Lader Connect learning outcomes to FCCLA national program participation</p> <p>Write two (2) lesson plans which incorporate/use CTSO (i.e. FCCLA) national programs, materials, and/or principles. The lesson plan template and rubric can be found under the "Course Information" tab. Submit your lessons on D2L by Nov. 1.</p> <p>Note: Oct 22 FCCLA Fall Leadership Academy at FVTC.</p>	<p>FCCLA Competitive Events Guide</p> <p>CTSO Guide http://www.fcclainc.org/ article-Learning and Serving Through CTE article-Making Work Through CTSOs</p>
<p>10/16</p> <p>10/23</p> <p>10/25</p>	<p>Module 3: Advocacy & Promotion of CTE</p> <p>View the PPT-Personal and Professional Advocacy Skills and read your assigned article on Advocacy. Share the key ideas in a discussion board post. What action(s) might you take in your own community? Respond to at least three (3) of your peers.</p> <p>How can you connect to your community & use advisory councils effectively?</p> <p>Prepare a 3 minute community or school board presentation advocating for CTE in your district. Presentation is due Nov. 8. Create an advisory council rationale, membership roster, invitation and meeting agenda. Create three (3) social media posts using #SayYestoFCS. Materials should be submitted to D2L by Nov. 8.</p> <p>Partnerships & Parents Read the article – Full Spectrum of Community Support Consider ways that you can collaborate with various groups.</p>	<p>PPT – Personal and Professional Advocacy Skills</p> <p>Chapter 9 – Connecting with Occupational Advisory Councils PPT-DevelopMINT of Advisory Councils Possible Advisory Committee Activities</p> <p>Chapter 7 – Connecting with Parents Article-Full Spectrum of Community Support</p>

<p>10/30</p> <p>11/1</p> <p>11/6</p> <p>11/8</p>	<p>Class does NOT meet UWSP hosts the HOSA Fall Leadership Meeting – No class – Be sure to attend this event! Assignment due: Observations or Interviews</p> <p>No class Assignment due: Lesson plans</p> <p>Promotion / Marketing Assignments due: Advisory and promotional materials. Share a 3-minute community or school board presentation advocating for CTE in your district.</p> <p>Assignments due: Final Essay Exam and Professional Development Summary</p>	

Date	Topic	Assignment Due
September 4	Course Introduction	Infographic – What is CTE?
6	What is Career and Technical Education?	Chpt 1 – What We Teach Articles– What is Career Ready? and College & Career Ready Through CTE
11	History	Articles – A Brief History and CTE Adapting to Meet the Demands of Today’s Economy; discussion board
13	Legislation	Article – The Smith Hughes Act; Carl D. Perkins Vocational Act; Legislative research due
18	21 st Century Skills	Article- Teaching 21 st Century Process Skills; 21 st Century Skills Framework; 21st Century skill analysis due
20	Learning That Works	Article-Learning That Works; WI Skills Standards; Certification Programs; discussion board
25	Career Clusters & Pathways	
27	Programs of Study	Chpt 2 – Annual Planning in CTE and Chpt 3 - How We Deliver CTE; Discussion board
October 2	Lessons / Assessment	Chpt 5 – Understanding Student Assessment Chpt 6 – Assessment Data & Instructional Improvement
4	Issues and Trends – guest speaker, Britta Rotering	Review trends articles; Educational Philosophy due
9	CTSOs	Chpt 4 – Using CTOSs to Enhance Your Content CTSO Guide PPT – CTOSs Chapter& Articles Discussion board; 1st Essay Exam due
11	STAR Events	FCCLA Competitive Events Guide
16	Advocacy	PPT-Advocacy Skills; discussion board
18	Family, Career, & Community Leaders of America (FCCLA) – guest, Cathy Lader	Articles-Learning & Serving Through CTE and Making CTE Work Through CTOSs
23	Advisory Councils	PPT-DevelopMINT of Advisory Councils Chpt 9 – Connecting with Occupational Advisory Councils
25	Partnerships & Parents	Article-Full Spectrum of Community Support Chpt 7 – Connecting with Parents
30	HOSA Fall Leadership	Observations/Interviews due
November* 1	Lesson Planning	Lesson Plans due
6	Promotion / Marketing	Advisory & Promo materials due

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

Other Campus Policies:

Attendance

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

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

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

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

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

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

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

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

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

- * There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and you have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the

specific days or dates that you will request relief from an examination or academic requirement.

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

Resources Available

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

UWSP Service Desk

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

Care Team

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

Title IX

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

<https://www.uwsp.edu/DOS/sexualassault> Title IX page:

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

Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as

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

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

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

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymus-Report.aspx>. You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out,

please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Emergency Procedures

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