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Education 383: Educational Assessment (3 Credits)

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor Information

Instructor: Jesse Mossholder
Office: CPS 446
Virtual Office Hours: Click here to schedule a meeting
E-mail: jesse.mossholder@uwsp.edu

Course Schedule	
Section 1:	Mondays, Wednesdays, Fridays; 10:00-10:50 (CPS 233)
Section 2:	Mondays, Wednesdays, Fridays; 11:00-11:50 (CPS 233)

Course Information

Course Description: This course provides an opportunity to develop an understanding of the role assessment plays in determining student learning, evaluating and guiding instruction, and empowering teachers and students with useful data and evidence.

Note to Students: The purpose of this course is to provide you with tools to critique and create various assessment types and structures for your future classroom situations. Assessment begins with the articulation of learning goals and subsequently diagnosis of student needs, effective instruction with feedback and the use of assessment results to inform teaching. Diverse populations can be adversely affected by assessment. This course will help to ameliorate bias and educate students about the cautions of applying standardized assessments to diverse student populations. Differentiated assessment will be the hallmark of this course. You will be exposed to a variety of assessment strategies, assessment protocols and standardized assessments. All assessment should be viewed as an extension of teaching. The goal of all teaching and assessment is to improve student learning in the classroom. As in all School of Education courses, the Wisconsin eaching Standards will provide the backbone for what we do in this class.

Credits: 3

Expected Instructor Response Times

- o I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
- o I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- o I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Communicate with your Instructor

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing me when difficulties arise during the semester so that we can help you find a solution.

Recommended Texts & Other Readings: Other readings will be posted on Canvas.

Essential Questions

1. What can assessment data/evidence tell teachers about student learning
2. What can teachers do to make assessment culturally responsive and equitable?
3. How can assessment data/evidence be used to evaluate and guide a teacher's instruction?
4. How can assessment data/evidence be useful to parents, administrators and the general public?

*Course Learning Outcomes (CLOs)

Students will be able to:

1. Demonstrate competencies in assessing reading, math and writing
2. Show evidence of how assessment is used to inform instruction
3. Understand that assessment will vary depending on the type of learner/learning being assessed
4. Understand the various uses of formative and summative assessment in the classroom
5. Design/utilize assessments that are effective for assessing the learning, knowledge, skills and dispositions in different subject areas
6. Design, differentiate and utilize assessments that address a variety of student needs and learning styles

7. Critically evaluate cultural bias and equity of assessment for all learners.

Knowledge (Know):

Elementary Methods Block students will be able to/can…

- Explain important goals for the use of assessment in determining student learning, evaluating, and guiding instruction and empowering teachers and students
- Explain/utilize a variety of assessment strategies to achieve specific teaching and learning goals/outcomes in the elementary classroom
- Describe/assess a variety of resources (books, journals, websites, videos, etc.) that provide assessment tools, support and research
- Analyze assessment tools for bias and equity
- Design assessments that are culturally responsive and diverse using multi-modalities.

Dispositions (Value/Appreciate):

Elementary Methods Block students will be able to/can…

- Explain the importance of utilizing assessments that are effective/appropriate for students with diverse backgrounds, needs and learning styles.
- Write reflections that demonstrate an understanding of how assessment can determine student learning, evaluate and guide instruction and empower teachers and students.
- Appreciate that the role of assessment is to improve student achievement.

CAEP Standards Addressed in EDUC 383:

Wisconsin Educator Preparation Standards

Category	Standard	Description

The Learner and Learning	**Pupil Development**	The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
	Learning Differences	The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
	Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content	**Content Knowledge**	The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
	Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice	**Assessment**	The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
	Planning for Instruction	The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
	Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
Professional Responsibility	**Professional Learning and Ethical Practice**	The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
	Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

* This information can be accessed at https://dpi.wi.gov/education-workforce/prepare/educator-preparation-programs/wi-educator-preparation-standards

Wisconsin Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards:

Category	Standard	Description
The learner and learning	Pupil Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active in learning, and self-motivation.
Content	Content Knowledge	The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
	Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional practices	Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
	Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility	Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Textbook & Course Materials

Required Reading: Witte, R. (2012). Classroom assessment for teachers. McGraw-Hill: New York

Note about calendar/schedule: While it is important to clearly indicate the overall, general schedule for your course, there are several places where you may do this. You may include a topic outline/schedule (like the examples shown above) here that will link to your Syllabus page on Canvas that will populate with assignments as you create them. Your and your students' Canvas

calendars will also populate with due dates or events/assignments as you schedule them. Regardless of path, be consistent and update to remain current.

*Assignments and Grading

a) Signature Assignment #1: Performance task: You will work with a group to create a performance task based on your unit plans in either social studies or science methods. This assignment will embody many of the skills that you learn throughout the semester and your work will reflect your individual understanding of course topics. You will submit a draft and final copy of this assignment prior to your practicum experience. More details will be provided in Canvas.

b) Signature Assignment #2: Classroom Formative Assessment: During your practicum experience you will complete a formative assessment of at least one student. You will gather various pieces of information on one of the students in your formative assessment and present an anonymous case study of the student. More details will be provided in Canvas.

c) GRASPS Document: You will use the GRASPS format to outline a task for either your social studies or science methods course. You will submit this document and receive feedback to aid you in developing your unit plans. This will be a group assignment and more details will be provided in Canvas.

d) Teacher Ethos: Your ethos grade will reflect how you approach the profession of teaching and, more specifically, how you approach using assessment to inform instruction. The following is a list of items that will be considered when deciding your score in this area: 1) Student's willingness to participate, 2) Student's overall professionalism (timeliness, attendance, etc.), 3) Student's interactions with peers, 4) Student's attitude towards learning/teaching. You will have an opportunity during mid-term and the end of the semester to submit a Teacher Ethos Self Evaluation document. This score will reflect your professionalism both during the university classroom experience and your pre-professional experience in a local school.

Being consistently absent or late during the university portion of this class, or the pre-professional experience will significantly impact your *Teacher Ethos* score. Make sure that you plan ahead, leave a little earlier, and show up a few minutes early.

e) Name Tags: To assist your instructor in learning your name, you are asked to display a name tag on your desk during each class meeting. Periodically your instructor will make a note of who is displaying their name tag and points will be awarded. This will be connected to your Ethos score.

383 Reading Schedule

Week	Topic	Chapters Due Monday

1	Intro, Purpose, Equity	1*
2	Assessment Building	3 & 4
3	Formative Assessment	5 & 6
4	Formative Assessment	7 & 13
5	Formal Assessment	8, 10, & 11
	Formal Assessment	
7	Grading	9
8	Projects & Other Topics	

*This is the first week and therefore the due date will be Friday.

*Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	94-100%
A-	90-93.99%
B+	87-89.99%
B	84-86.99%
B-	80-83.99%
C+	77-79.99%
C	74-76.99%
C-	70-73.99%
D+	67-69.99%
D	60-66.99%
F	0-59.99%

Attendance

As a pre-service teacher, you are expected to attend every class meeting. In viewing the classroom assignments section of this document, you will notice that a significant portion of your grade is directly tied to your attendance (Teacher Ethos, Topic Reflections, Name Tag). Your ability to attend class can potentially mean the difference between earning an A or a C in this class. It is difficult to grow as an educator when you do not attend class regularly.

With that said, there are sometimes circumstances outside of our control that we need to address. The more that you can communicate this information to your

instructor the better. Personal illness or family crisis will be taken into consideration when determining the impact on your success in the class. Events such as wanting to take a vacation or attending a wedding are not considered reasonable excuses to miss class.

Writing Style

All written materials are expected to be of professional quality. As a professional, it is important to present all work in a proficient manner. Therefore, please be sure to check all mechanics of your writing prior to turning in the assignment. It is recommended that you ask a peer to proofread assignments prior to submission. Do not rely on Spell Check alone. It cannot identify all spelling errors. Unprofessional work will receive a lower grade.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Include a statement about the timeframe of when to look for grades.
Example: Your instructor will update the online grades each time a grading session has been complete—typically X days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Student Expectations

In this course you will be expected to complete the following types of tasks.
- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

Technology

Canvas Support

Click on the help button in the global (left) navigation menu and note the

options that appear:

Support Options	Explanations
Ask your Instructor a Question (Submit a question to your instructor)	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) (Live Chat with Canvas Support 24x7!)	**Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email (Canvas support will email a response)	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone (Find the phone number for your institution)	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides (Find answers to common questions)	**Search**ing **the Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.**
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the Self-enrolling/paced Canvas training course

Course Technology Requirements

- View this website to see minimum recommended computer and internet configurations for Canvas.

- You will also need access to the following tools to participate in this course.
    - webcam
    - microphone
    - printer
    - a stable internet connection (don't rely on cellular)

Protecting your Data and Privacy

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

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

Here are steps you can take to protect your data and privacy.
- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Since we are using programs outside of our UWSP Canvas page, I strongly recommend that you use log-in information that is NOT tied to your UWSP credentials. I have provided their privacy policies below:

Flip Privacy Policy

Technology Support

- Visit with a Student Technology Tutor
- Seek assistance from the IT Service Desk (Formerly HELP Desk)
    - o IT Service Desk Phone: 715-346-4357 (HELP)
    - o IT Service Desk Email: techhelp@uwsp.edu

Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Other Policies

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, <u>not to exceed two (2)</u> <u>weeks</u> 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 <u>Military Call-Up Instructions for Students</u>.

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

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.

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.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

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.

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.

Dropping UWSP Courses

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.

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

*Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

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.

Lecture materials and recordings for [insert class name] 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. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] 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.

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

Inclusivity Statement

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 using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

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/.

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.

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.