

NR 368 Oral Interpretation Methods

Syllabus – Fall 2023

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Course Information

Instructor Information

Chris McCart, Ph.D.
Assistant Professor
TNR 182
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Griffin Bray
Schmeeckle Graduate Student
Schmeeckle Reserve
715-346-4992
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- **Office Hours:** Tuesdays 1:00-2:00, Wednesdays 11:00-12:00 or Thursdays 9:00-10:00 at TNR 182, or by appointment.

Course Information

- **Description:** In this course you will learn principles and techniques to communicate the values of natural history and cultural features to visitors at parks, recreation areas, museums, and other institutions.
- **Credits:** Three (3)
- **Lecture:** Tuesdays 3:00-3:50 p.m. – TNR 352
- **Discussion Sections:**
 - D1: Thursdays 11:00-12:50 p.m. – TNR 271
 - D2: Thursdays 2:00-3:50 p.m. - TNR 361
 - D4: Thursdays 2:00-3:50 p.m. – TNR 354
- **Final Exam:** Thursday, December 21 8:00-10:00 a.m. - TNR 352
- **Make Ups:** Thursday, December 21 12:30-2:30 p.m. – TBA

Communication Guidelines

- **Preferred Methods:** I encourage you to visit in person if you have questions, ideas that you wish to explore, or problems related to the class. Email also works. If you prefer to visit via zoom, please email me to schedule a time and get a link. I am available during my official office hours; you are welcome to drop in any time my office door is open.
- **Email Guidelines:** Use your university email and include your full name, the name of the course you are in, and a clear, concise description of your question and what you have done so far to answer your question. Include the entire thread of an ongoing email conversation.
- **Timely:** The best time to communicate is 24 hours or more ahead of the deadlines and absences. In the case of serious illness or emergency, communicate as soon as possible.
- **Expected Instructor Response Times:** Emails will usually be responded to within 24 hours during regular business hours. Assignments are usually graded within one week.

Required Course Materials

- **Handed out the first day of class:** Buchholz, J., Lackey, B., Gross, M. & Zimmerman, R. (2015). *The interpreter's guidebook: Techniques for programs and presentations* (4th ed.). UW-SP Foundation.
- **Free eBook:** Tilden, F. (2007). *Interpreting our heritage*. The University of North Carolina Press.

Course Learning Outcomes

- By the end of the course, you will be able to....
 - A. Define and explain personal interpretation.
 - B. Identify the principles and concepts of effective personal interpretation.
 - C. Recognize and describe the spectrum of personal interpretation programs and the fundamental structure of any interpretive program type.
 - D. Develop an effective theme and messages for an interpretive program.
 - E. Create and deliver personal interpretive talks, guided walks, and illustrated talks.
 - F. Discuss the benefits of interpretive program evaluation and practice both self- and peer-evaluation and coaching.

Course Structure

- The modality for this course is in-person. Tuesdays are for lectures and Thursdays are for discussions, activities, and presentations.

Attendance and Participation

- Learning is an active process. Students should come to class prepared to actively participate (i.e., discover solutions to problems, answer questions, engage in discussions). You are expected to attend all scheduled classes and to have completed all necessary preparations for engaging in the course. If you will be absent, email your instructor, check the resources available on Canvas, and ask a classmate to share notes, then contact the instructors if you have any specific questions.

Weekly Scheduleⁱ

Week	Dates	Readings	Lecture: Tues. 3-3:50pm TNR 352	Discussions: Thurs. D1: 11:00-12:50am TNR 271; D2: 2:00-3:50 TNR 361; D4: 2:00-3:50 TNR 354	Assignments: Due by Thursday @ 11:59pm in Canvas
1	Sept. 5 & 7	<input type="checkbox"/> Syllabus <input type="checkbox"/> Guidebook: Ch.1 & 2 <input type="checkbox"/> Tilden Ch. 1 & 3	Course Overview Definitions History	Meaning-Centered Interpretation	
2	Sept. 12 & 14	<input type="checkbox"/> Guidebook: Ch. 3 <input type="checkbox"/> Guidebook: Ch. 6 pp. 116-136 <input type="checkbox"/> Tilden Ch. 6	Planning Thematic Programs Planning Outlines (aka Theme Sheets)	Interpretive Talks & Demo	<input type="checkbox"/> Due: Canvas Quiz #1
3	Sept. 19 & 21	<input type="checkbox"/> Guidebook: Ch. 4 pp. 73-86 <input type="checkbox"/> Guidebook: Ch. 5 <input type="checkbox"/> Tilden Ch. 4	Creative Interpretive Techniques	Nonverbal Communication Verbal Communication Questioning Techniques	<input type="checkbox"/> Due: Group A Outline for Interpretive Talk
4	Sept. 26 & 28	<input type="checkbox"/> Guidebook: Ch. 3 pp. 52-53 <input type="checkbox"/> Guidebook: Ch. 10 <input type="checkbox"/> Tilden Ch. 2	Audiences Gathering Feedback	Interpretive Talks & Self Eval: Group A; Evaluation & Coaching: Groups B & C	<input type="checkbox"/> Due: Group B Outline for Interpretive Talk <input type="checkbox"/> Due: Canvas Quiz #2
5	Oct. 3 & 5	<input type="checkbox"/> Tilden Ch. 5	Review	Interpretive Talks & Self Eval: Group B; Evaluation & Coaching: Groups A & C	<input type="checkbox"/> Due: Group C Outline for Interpretive Talk
6	Oct. 10 & 12		Midterm Exam	Interpretive Talk & Self-Eval: Group C; Evaluation & Coaching: Groups A & B	
7	Oct. 17 & 19	<input type="checkbox"/> Guidebook: Ch. 7 <input type="checkbox"/> Tilden Ch. 11	Guided Walk & Tour Techniques	Guided Walk Demonstration	<input type="checkbox"/> Due: Group A Outline for Guided Walk <input type="checkbox"/> Due: Canvas Quiz #3
8	Oct. 24 & 26	<input type="checkbox"/> Guidebook: Ch. 4 pp. 87-89 <input type="checkbox"/> Tilden Ch. 12	Overcoming Interferences Distracted & Disruptive Individuals	Guided Walks & Self-Eval: Group A; Evaluation & Coaching: Groups B & C	<input type="checkbox"/> Due: Group B Outline for Guided Walk
9	Oct. 31 & Nov. 2	<input type="checkbox"/> Guidebook: Ch. 6 pp. 137-151 <input type="checkbox"/> Tilden Ch. 13	Illustrated Talk Techniques & Demo	Guided Walks & Self-Eval: Group B; Evaluation & Coaching: Groups A & C	<input type="checkbox"/> Due: Canvas Quiz #4
10	Nov. 7 & 9	<input type="checkbox"/> Tilden Ch. 10	PowerPoint Tutorial	PowerPoint Tutorial Project NAI	<input type="checkbox"/> Due: Group C Outline for Guided Walk
11	Nov. 14 & 16	<input type="checkbox"/> Guidebook: Ch. 8 <input type="checkbox"/> Tilden Ch. 14	Spontaneous/Roving Interpretation	Guided Walks & Self-Eval: Group C; Evaluation & Coaching: Groups A & B	<input type="checkbox"/> Due: PowerPoint Tutorial <input type="checkbox"/> Due: Group A Outline for Illustrated Talk <input type="checkbox"/> Due: Canvas Quiz #5
12	Nov. 21	<input type="checkbox"/> Guidebook: Ch. 9 <input type="checkbox"/> Tilden Ch. 7	Interpretation for Children	Thanksgiving	<input type="checkbox"/> Extended grace period for Group A Outline
13	Nov. 28 & 30	<input type="checkbox"/> Tilden Ch. 8 <input type="checkbox"/> Tentative: Strategic Framing	Interpreting Controversial Environmental Issues	Illustrated Talk & Self-Eval: Group A; Evaluation & Coaching: Groups B & C	<input type="checkbox"/> Due: Group B Outline for Illustrated Talk <input type="checkbox"/> Due: Canvas Quiz #6
14	Dec. 5 & 7	<input type="checkbox"/> Guidebook: Ch. 5 pp. 109-111	Interpreting with Live Animals	Illustrated Talks & Self-Eval: Group B; Evaluation & Coaching: Groups A & C	<input type="checkbox"/> Due: Group C Outline for Illustrated Talk
15	Dec 12 & 14	<input type="checkbox"/> Tilden Ch. 15	Final Exam Review	Illustrated Talks & Self-Eval: Group C; Evaluation & Coaching: Groups A & B	<input type="checkbox"/> Due: Canvas Quiz #7
16	Finals Week Dec. 18-22	Comprehensive Final Exam: Thursday, December 21 8:00-10:00 p.m. in TNR 352 Make-Ups: Thursday, December 21 12:30-2:30 p.m. TBA			

Technology

Course Technology Requirements

- **Access to Canvas:** We use Canvas to post the most current version of the syllabus and supportive resources, and to submit your homework. You need a stable internet connection, and a good backup location should you have technical difficulties. Avoid relying on cellular. View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- **Access to a Printer:** You need access to a printer to provide hard copy outlines of your interpretive programs to the instructors.
- **Legibility:** Handwritten submissions must be legible to earn points.
- **File Formats:** We are only able to review assignments that we can open and that are submitted as files (not as links). Please check that you have submitted uncorrupted files in Word or PDF or get permission well ahead of the deadline for other formats. It is the student's responsibility to double check that the correct files were submitted and accessible.

Canvas Support

- UWSP contracts with Canvas for 24/7/365 support. Several support options are available to users. Click on the help button (question mark) in the global navigation menu on the left side of the screen and select the support option that best meets your needs. You can self-train on Canvas through the [Self-enrolling/paced Canvas training course](#).

Technology Support

- Contact the [IT Service Desk](#) for technology issues. You can drop into the IT office located north of Dunkin Donuts, or call them at 715-346-4357 (HELP), or email them at techhelp@uwsp.edu. Consider the [Tech Essentials for Student Success \(TESS\)](#) program.

Electronics:

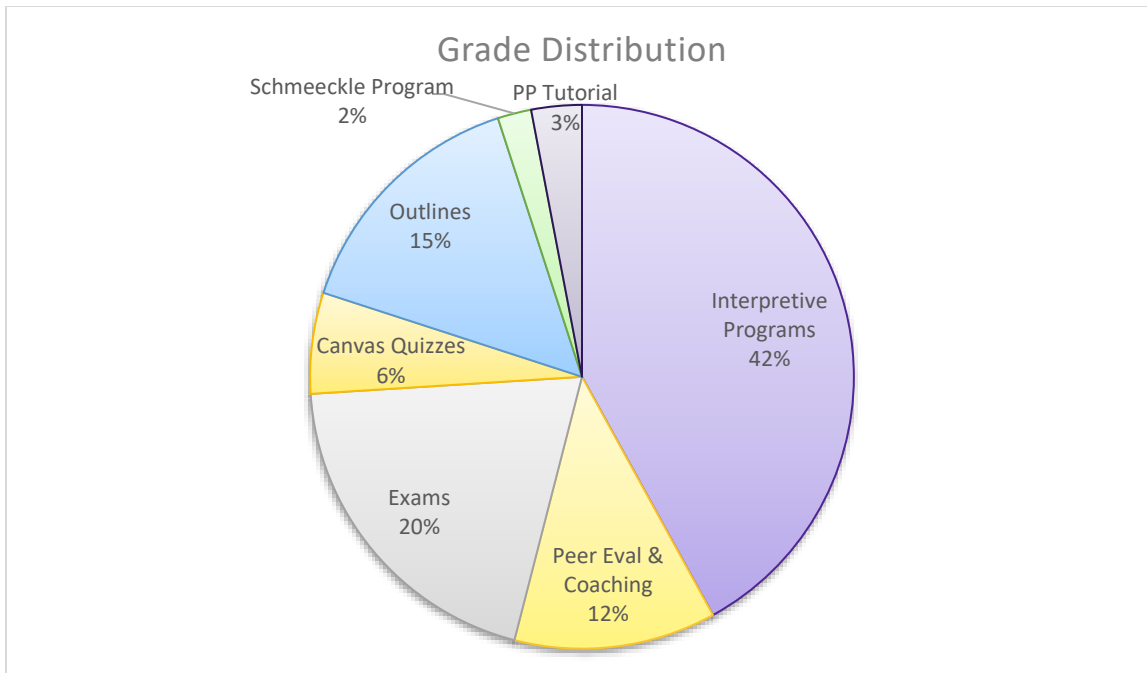
- Research has shown that having visual access to a cell phone diminishes your ability to learn. Frequent checking of social media, texts, emails, and messages, and wearing earphones, is unprofessional, rude, and distracting. We recommend turning off your phone and keeping it stored in your bag during class. Thank you for helping to create a positive learning community.

Grading Policies

Assignments

See detailed assignment instructions and grading rubrics and submission instructions on Canvas.

Graded In-Class Assignments	Points	% of Grade	Outcomes
Interpretive Talk & Self Evaluation	140	14%	E
Interpretive Walk & Self Evaluation	140	14%	E
Illustrated Talk & Self Evaluation	140	14%	E
Peer Evaluation and Coaching	120 (20 pts. X 6)	12%	F
Midterm Exam	100	10%	A, B, C, D
Final Exam	100	10%	A, B, C, D
Graded Homework Assignments:	Points	% of Grade	Outcomes
Canvas Quizzes (drop 1)	60 (10 pts. X 6)	6%	A-F
Outlines for Talk, Walk, & Illustrated Talk	150 (50 pts. X 3)	15%	D
Schmeckle Practicum Program Peer Evaluation and Coaching	20	2%	F
PowerPoint Tutorial	30	3%	B, C, E
Extra Credit Opportunities	Points	% of Grade	Outcomes
Second Practicum Program at Schmeckle	20	-	F
Peer Evaluation and Coaching for Make Up Session during Finals Week	20	-	F
Total	1000 points		



Letter Grade Assignment

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

94 – 100% = A	87 – 89% = B+	80 – 83% = B-	74 – 76% = C	67 – 69% = D+	60 – 63% = D-
90 – 93% = A-	84 – 86% = B	77 – 79% = C+	70 – 73% = C-	64 – 66% = D	< 60% = F

Late Work Policy

To facilitate accommodations fairly and equitably and feasibly, we have the following policies:

- Email the instructor well in advance of scheduled absences. Most of the time, you can submit your homework prior to deadlines and switch with another student for presentations.
- The lowest scoring Canvas quiz is dropped.
- Late work is automatically deducted 1% per hour late.
- You may reschedule one presentation to the make-up time during finals week without excuse or penalty; your associated outline would then be due by the Thursday prior to finals week.
- If you miss the midterm, you can either have the score from the associated portion of the comprehensive final replace the missed midterm or make up the midterm during the scheduled make up period during finals week.
- Final exams are rarely given early. Exceptions to this policy require a documented extenuating circumstance; vacation is not a valid excuse for missing a scheduled final exam.
- Come to office hours ahead of deadlines if you need assistance; there are no assignment re-dos or resubmissions after deadlines.
- Exceptions to these policies are rare and usually require setting up special course [accommodations](#) ahead of time.
- Extra Credit:** Recognizing that student lives are complex, there are scheduled extra credit opportunities which allow for some equitable point recovery. There is no individualized extra credit.

Participation

Three (3) class absences (for whatever reason) will be allowed. The fourth absence may drop your grade by 5%. Each additional absence may result in your grade being lowered by 5% for each absence. For example, if you are absent from class six (6) times, 15% may be deducted from your final grade. Excessive breaks, tardies, or phone use can be counted as an absence. Excessive absences without prior arrangements can lead to dismissal from the course. If you are dismissed, you will receive an F in the course. If you decide to drop the 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 Veteran educational benefit.

Regrade Request Form

To report a mistake in grading, complete and email this [Grade Revision Request Form](#) to the instructor no sooner than 24 hours after an assignment is graded and no later than two weeks after an assignment is graded.

Viewing Grades in Canvas

Points earned are posted to Grades in Canvas, typically within one week of the due date. Click on the Grades link to view.

Assessment Criteria

Assessments are aligned with course outcomes, required pre-requisite courses, and professional practice. Students can expect competencies to be assessed in alignment with lectures, discussions, assigned readings, assignment instructions, and related rubrics.

Evaluation vs. Coaching

Evaluation is scoring performance. Performance criteria are listed in Canvas as outcomes, presentation evaluation forms, and rubrics. Feel free to ask for elaboration on scoring by stopping in office hours or visiting after class.

Coaching is individualized support focused on learning and growth. Coaching includes peer coaching and instructor one-on-one coaching. Additional coaching is available on request.

Student Support Resources

Academic and Career Advising Center (ACAC)

209 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3226
acac@uwsp.edu

Counseling Center

Delzell Hall
910 Fremont Street
Stevens Point, WI 54481
715-346-3553
counsel@uwsp.edu

Mental Health Resources for Students:

- [Mantra Health: Teletherapy & telepsychiatry](#)
 - Diverse therapists
 - After-hours availability
 - Medication evaluations & prescriptions
- [You@UWSP:](#)
 - Self-help & Well-being platform
- [Didi Hirsch Mental Health Services: 24/7 mental health support](#)
 - *Call or text: 888-531-2142*
 - [Start a chat session](#)
 - *Crisis care available.*

Dean of Students Office

2100 Main Street
Old Main, Room 212
Stevens Point, WI 54481-3897
Phone: 715-346-2611
DOS@uwsp.edu

Equal Access and Disability Accommodations

- If you have a condition that may impact your learning and/or participation in course activities, please contact the [Disability Resource Center](#) (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests. Please let me know if you have questions. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and drc@uwsp.edu.

Student Health Service

Delzell Hall
910 Fremont St
Stevens Point, WI 54481
715-346-4646

Tutoring-Learning Centers

Stevens Point Campus Tutoring-Learning Center

234 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3568
tlctutor@uwsp.edu

Marshfield Campus Tutoring-Learning Center

Library
2000 W. 5th Street
Marshfield, WI 54449
715-898-6036
roleary@uwsp.edu

Wausau Campus Tutoring-Learning Center

Library
518 S. 7th Ave
Wausau, WI 54401
715-261-6148
lorandal@uwsp.edu

Additional UWSP 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, 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 for providing reasonable accommodation 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](#).

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of Principles

- The board of regents, administrators, faculty, academic staff, and students at 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:

- 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.
 - (f) Assists other students in any of these acts.
- Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented that is contrary to the stated rules of the assignment; 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 work previously presented in another course without prior approval (known as "self-plagiarism"); 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.

Artificial Intelligence Policy (AI)

- Students need to cite the source of ideas that are not their own; this includes ideas generated by Artificial Intelligence. Here is how AI needs to be cited in this course:
 - In-Text Citation:** "When given the prompt of _____, the ChatGPT generated text indicated " _____." (OpenAI, 2023; see Appendix A for the full transcript).
 - Reference List:** OpenAI. (2023). *ChatGPT* (August 21 version) [Large language model]. <https://chat.openai.com/chat>.
- Use of AI for brainstorming is an appropriate use of this tool, but the source of unique ideas that are not your own need to be cited as above.

- Use of AI as part of the revision process to check your drafts for spelling, grammar, and writing clarity is an appropriate use of this tool if you review the output for accuracy.
- When in doubt about the appropriate use of AI in an academic setting focused on learning, please visit your instructor for prior approval.

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 and Professionalism

- 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 integrity in your behavior in and out of the classroom.
- To provide more transparency on what is meant by “professionalism” the College of Natural Resources has prepared these [CNR Principles of Professionalism](#).

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](#)

Emergency Procedures

- In the event of a **medical emergency call 9-1-1**. There is a phone available on the first floor of Trainer Natural Resource Building and at the Visitor Center at Schmeckle Reserve. Offer assistance if trained and willing to do so. Guide emergency responders to victims.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure. 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. Gather outside the nearest entrance 200 yards away from the building for a head count and further announcements.
- **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.

FERPA

- The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern.

FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

- Lecture materials and recordings 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.

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 kindly delivered suggestions are encouraged and appreciated.

Incomplete Policy

- Under emergency/special circumstances, students may petition the instructor for an incomplete grade. An incomplete will only be assigned if a student has made sufficient progress in the course as evidenced by timely communication, regular attendance, and submission of at least 50% of the assignments.
- An incomplete requires the student to meet with the instructor prior to the end of the semester to co-create a written plan for completion, including required deadlines for completion. Failure to follow the written plan immediately voids the agreement and the student will be scored based on work to date.

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 based on 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](#).

ⁱ **Syllabus and schedule are Tentative:** While I do not anticipate any changes, it is possible that weather, instructor illness, or other unforeseen reasons may necessitate updates. The latest version of the syllabus is posted on Canvas. It is the student's responsibility to reference the most recent version. Any major changes will clearly be noted in course announcements. The date of the last update is noted here: *Updated 09/03/2023.*