

At the University at Buffalo (SUNY), I taught Introduction to Macroeconomics during the summer semester. Additionally, I fulfilled the role of a teaching assistant for various courses, which involved tasks such as grading, conducting office hours, and leading recitation sections. In this teaching portfolio, I include:

- Quantitative summary of student evaluations of teaching
- Illustrative written responses from student evaluations of teaching
- Observed Teaching Feedback from Clinical Assistant Professor
- Sample syllabus
- Sample make-up/retake exam agreement

1 Quantitative summary of student evaluations of teaching

1.1 Instructor: ECO 181 Introduction to Macroeconomics

I taught Introduction to Macroeconomics (ECO 181) during the summer semesters of 2023 and 2022. Below, I summarize my student evaluations for the two sections of ECO 181 Introduction to Macroeconomics I taught as an instructor of record at UB. The first table shows the evaluation of summer 2023 ECO 181. The second table shows the evaluation of summer 2022 ECO 181. Full student evaluations of teaching for all of my teaching, peer teaching evaluations, and sample student work are available upon request.

Total number of students: 52									
	# of Respondents	Responses Rate	Avg	SD	1 point	2 points	3 points	4 points	5 points
◊ Instructor clearly presented learning expectations	12/52	23%	3.4	1.2	8% (1)	17% (2)	17% (2)	42% (5)	17% (2)
◊ Instructor enthusiastic about course	12/52	23%	4	0.9	0% (0)	0% (0)	33% (4)	33% (4)	33% (4)
◊ Instructor welcomed students to seek help	12/52	23%	3.8	1.1	8% (1)	0% (0)	17% (2)	58% (7)	17% (2)
◊ Instructor presented material clearly	12/52	23%	3.3	1.3	8% (1)	25% (3)	17% (2)	33% (4)	17% (2)
◊ Course was well organized	12/52	23%	3.2	1.4	17% (2)	17% (2)	17% (2)	33% (4)	17% (2)
◊ Course was intellectually challenging	12/52	23%	3.7	1.2	8% (1)	8% (1)	17% (2)	42% (5)	25% (3)
◊ Work load was reasonable	12/52	23%	3.8	1.1	8% (1)	0% (0)	17% (2)	58% (7)	17% (2)

Total number of students: 72									
	# of Respondents	Responses Rate	Avg	SD	1 point	2 points	3 points	4 points	5 points
◊ Instructor clearly presented learning expectations	10/72	14%	3.8	1.5	20% (2)	0% (0)	0% (0)	40% (4)	40% (4)
◊ Instructor enthusiastic about course	10/72	14%	3.8	1.4	10% (1)	10% (1)	10% (1)	30% (3)	40% (4)
◊ Instructor welcomed students to seek help	10/72	14%	4	1.2	10% (1)	0% (0)	0% (0)	60% (6)	30% (3)
◊ Instructor presented material clearly	10/72	14%	3.3	1.7	30% (3)	0% (0)	10% (1)	30% (3)	30% (3)
◊ Course was well organized	10/72	14%	3.5	1.3	10% (1)	10% (1)	20% (2)	40% (4)	20% (2)
◊ Course was intellectually challenging	10/72	14%	3.5	1.4	10% (1)	20% (2)	10% (1)	30% (3)	30% (3)
◊ Work load was reasonable	10/72	14%	4.1	0.7	10% (0)	0% (0)	20% (2)	50% (5)	30% (3)

1.2 Teaching Assistant

I worked as a teaching assistant at the University at Buffalo for five years, assisting with various classes. Here is a list of the courses:

- ECO 182: Introduction to Microeconomics - Spring 2021, Spring 2023
- ECO 181: Introduction to Macroeconomics - Fall 2020, Fall 2021, Spring 2022
- ECO 411: Health Economics - Fall 2022
- ECO 480/580: Econometrics 1 - Spring 2019, Fall 2022
- ECO 461: Econ. Forecasting and Fluctuations - Spring 2021
- ECO 581: Econometrics 2 - Spring 2020
- ECO 380: Economic Statistics and Data Analysis - Fall 2019
- ECO 551: Mathematics for Economists - Fall 2018

I compiled student evaluations for the recitation into the following graphs:

Figure 1: Students' evaluation of ECO182: Introduction to Microeconomics Recitation for the past 5 years

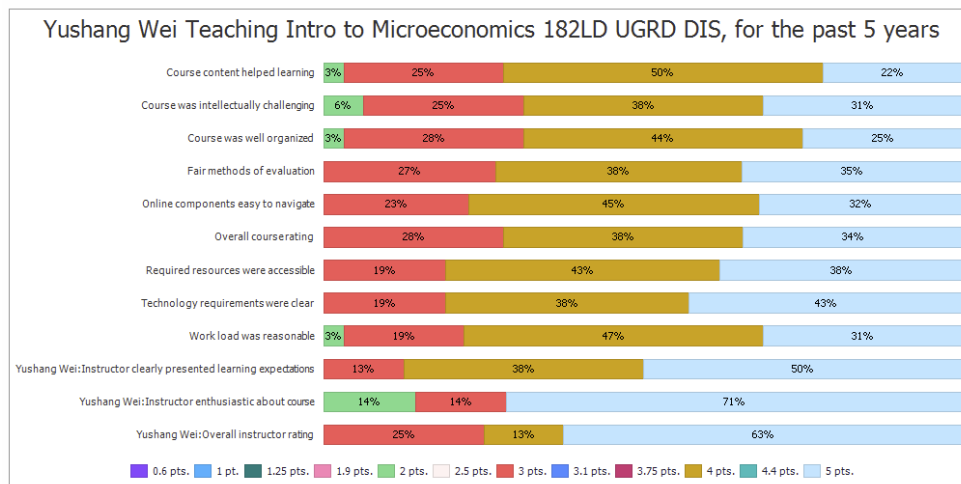
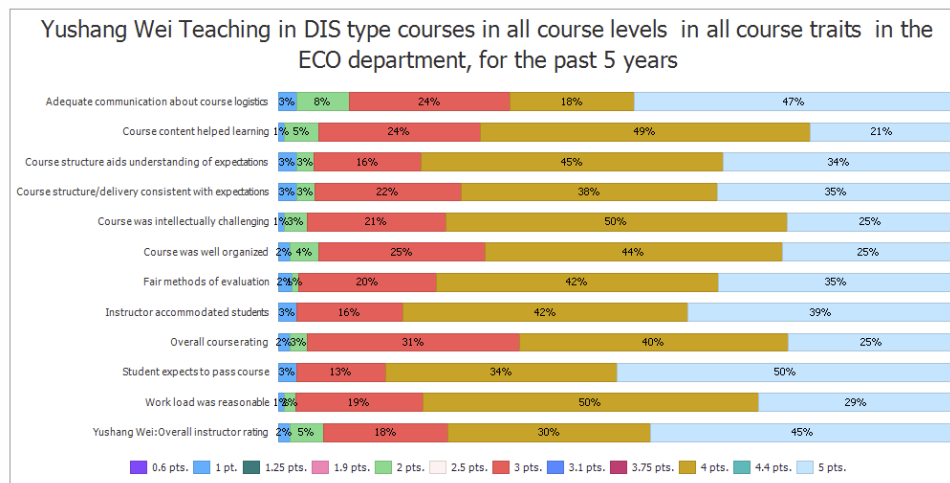


Figure 2: Students' evaluation of ECO181: Introduction to Macroeconomics Recitation for the past 5 years



2 Illustrative written responses from student evaluations of teaching

2.1 ECO181: Introduction to Macroeconomics

• Comments on teaching effectiveness

- The instructor is super reasonable, fair and communicated things well and clearly. Doesn't get better than that. Made the course less stressful and everything was laid on the table and negotiated reasonably. Kind Professor too.
- This instructor is very effective in this course because even though she's not fully teaching she goes through practice problems and material that helps students to better understand the material.
- The instructor was effective, and reviewing the chapter questions helped me understand a little bit more on the chapter.
- helped clarify certain topics I didn't understand and went over questions I had trouble on
- Yushang was great!
- excellent
- Very effective
- This instructor is very effective in this course because even though she's not fully teaching, she goes through practice problems and material that helps students to better understand the material.
- neutral
- GOOD CLASS
- Perfect
- She explained everything to the max so we would understand the topic.

- Yushang was effective in discussing the material for the course.
- She's passionate about the course

- **Comments on most effective elements**

- How kind, understanding and professional the professor is. Very real and comfortable to talk with and learn from.
- The system for work was well organized. I knew I would have homework every week and when it was due. The discussion quizzes were set up well.
- They were very responsive to emails and very helpful with class assignments.
- She always did a great job explaining things.
- It helped with very understanding concepts.
- I like that Helen or Yushang sent out a PDF of the notes created after the discussion.
- I liked how the TA would provide us with a detailed copy of the answers to the discussion questions.
- Some works are so difficult, but I find many ways to solve it.
- I think the recitation assignments were effective in thinking about class material in a different way in a smaller setting.
- I liked the quick review of the material covered that week.

- **Suggestions to improve course**

- Everything was perfect!!!
- I would recommend making this class more than 2 days if online with less hours. It's extremely hard to maintain my focus for so long even with the breaks.
- More lectures with real-life examples and student engagement exercises.
- I want more fun activities.
- less information in time, it is too much to actually understand in such a brief span of time.
- There is not much that Yushang could have done to improve this class. The only thing that was a little questionable was when she altered the format of Exam 1 from what was on the syllabus. Ex: including calculation questions when it was only thought to be multiple choice and true/false.

- **How class could better meet learning needs**

- Would rather have more in-person classes
- Get rid of COVID
- activities

2.2 ECO182: Introduction to Microeconomics

- **Comments on teaching effectiveness**

- The instructor always helps us review what we learn so far and teaches us techniques on doing questions. very good overall
- You're perfect! Give her a raise!
- The instructor makes everything clear and easy understanding. And she offers great help with the course materials.

- **Comments on most effective elements**

- She's just amazing; even tho student participation was a little less, she did her job honestly and very well! I never attended any professor's lecture and only did readings and attended discussions with her. I think I did very well in the class.
- The lectures are intelligent and helpful. The instructor offers great explanations to our questions towards course materials.
- worked on what we needed
- I liked the quick review of the material covered that week

- **Suggestions to improve course**

- better interacting
- Nope, definitely keep discussions.

3 Observed Teaching Feedback from Clinical Assistant Professor

- You are doing well, especially for your first solo class! It is evident that you have put a lot of thought into the components of the course, including how to assess students, how to make the content relevant to their lives, and how to structure the lectures themselves. I might be a little biased...but I really liked your recitation handouts and choices of examples. Nice use of FRED and real-world examples! I also really liked that you took them directly to the BLS website to show them how to get the info themselves. In fact, I liked this so much that I will endeavor to do the same in my own classes next semester.
- Content knowledge and relevance – good
 - Your choice of content is appropriate. Your use of real-world examples is excellent.
 - You are clearly very prepared and comfortable with what you are teaching.
- Organization – good
 - Starting the class with a review of what was done previously was helpful for students. Your overall order is logical.

- I recommend showing a sort of “roadmap” to students at the beginning of each session to help them see the order that they are covering the material.
- Your use of “key questions” for the unemployment section was really nice. I recommend repeating these for the previous topic during your review at the beginning (and then recapping them at the end) so that students remember what it is that they are trying to do.
- Student engagement and interaction – good
 - You have clearly put effort into making sure that students feel heard in your classroom. Your discussion at the beginning allowed students to provide feedback on the changes and resulted in them feeling as if they were more active participants in the course structure. You communicated well your reasoning for the change, and you did a nice job of letting students know that their suggestions were taken seriously.
 - You check in with students frequently, and, as a result, they seem to feel quite comfortable asking questions in the chat. You do a nice job of restating these questions before answering, and your timing of answers is good. I also really liked how excited you were about the unexpected questions (I remember thinking that one student’s question was particularly good, and you responded enthusiastically with “great question!”, which was nice validation for that student and others).
 - I recommend including more frequent polls or opportunities for everyone to answer. While the chat was used frequently in your class, not all students participated. Having polls (or your class quiz website) a little more often will help ensure that all students get to provide feedback.
 - It is ok to go off-topic slightly to answer/preview relevant questions. For example, a student asked what might cause deflation, and while this wouldn’t be covered until a later class, providing a quick answer immediately and then following up more in depth when it was scheduled would have been ok. This keeps students involved and rewards them for thinking deeply about the material and trying to connect it to their own lives.
 - I recommend using “what questions about XXX do you have?” rather than “any questions?”.
 - I recommend having more frequent practice problems, especially for calculations, even if you do not make it an official poll question.
- Presentation – good
 - Your use of the digital whiteboard was good, as was your balance between hand-writing ideas and using pre-prepared slides/graphs.
 - You did a nice job of managing the chat box. I don’t think you missed any questions.
 - Your use of examples was nicely done.
- Overall, you are doing a nice job, especially given that this is your first time teaching your own class! There are some small issues with pacing and student management

that will improve with experience (and can only improve with time and practice). None of these are a real issue, though. You will become more comfortable as you teach more. I am very impressed by the consideration you have shown in putting together your course!

4 Sample syllabus

Introduction to Macroeconomics - ECO 181

Summer

Instructor: Yushang Wei

Instructor's Email: yushangw@buffalo.edu

TA: Wenhan Yang

TA's Email: wyang43@buffalo.edu

Lecture and Discussion zoom Link: Check it on Brightspace

Instructor Office Hour: Regular office hours: check it on Brightspace, or Email me to make an appointment

Course Description:

Macroeconomics concentrates on the basic economic principles relevant to the resource utilization problems of the economy as a whole. We will establish general principles and discuss recent macroeconomic events. This course provides an overview of the fundamental economic principles and measures used to evaluate the economy, such as gross domestic product, the inflation rate, the unemployment rate, and federal deficits. The course examines how the economy functions, what causes economic difficulties, and the policies that are used to improve the functioning of the economy. ECO 181 may be taken independently of ECO 182. There are no prerequisites.

Initiate discussions with students at the beginning of the semester, taking into account their class schedules.

Course Objectives for Principles of Macroeconomics:

- Students will become familiar with measures of economic performance, learn to use these indicators to evaluate current economic conditions and understand how markets function in a capitalistic society.
- Students will learn the major perspectives on what determines the performance of the overall economy and will learn to analyze impacts on the economy.
- Students will learn the key approaches to macroeconomic policy. They will develop skills to analyze the impacts of policy actions and evaluate the advantages and disadvantages of different policies.

Student Learning Outcomes:

Students will be able to:

- Locate and use information related to economics.
- Express general economic concepts and analyze the economic outcomes of government interventions.
- Demonstrate ability to integrate knowledge and ideas in a coherent and meaningful manner.

During the course, students will learn how to:

- Use supply and demand to explain various economic phenomena and principles.
- Explain the measurement and importance of GDP, inflation, unemployment, money, and trade. Be able to describe the cause and effect of changes in all of these variables.
- Read and explain the content of economic materials from a secondary source (such as the Wall Street Journal, New York Times, etc.) Relate economic concepts to these real-world events and critically evaluate the impact of economic policy.
- Compare and contrast various economic theories and policies. This includes being able to critically analyze the Fiscal, Monetary, and Exchange rate policies.

Course Requirements:

- **Textbook:** *Economics* (5th edition) by Paul Krugman and Robin Wells.
- **Technology Requirements:** To effectively participate in this course, regardless of mode of instruction, the university recommends that you have access to a Windows or Mac computer with webcam and broadband. Your best opportunity for success in the blended UB course delivery environment will require these minimum capabilities, as listed on the UB Student Computer Standards website. **Most of the content posted to Brightspace is most easily accessed by using a computer, not a mobile phone.**
- Register [classquestion.com](https://www.classquestion.com) to **earn extra credits** during the Lecture. (Free for all students) **Class code: FGXXM**

Why in-class questions?

To assess student understanding, I proactively integrate in-class polling as an extra credit activity after discussing each economic concept. Notably, I consistently include an answer option, "I feel lost," providing an immediate means for students to offer feedback on their understanding and allowing me to gauge the effectiveness of the lecture in real-time.

Also, free online platforms to support students from diverse financial backgrounds.

Course Structure:

- **Lectures:** Attendance is not mandatory. Attendance is strongly encouraged, as some exam questions will come from class discussions. Class participation will not count directly towards your final grade but will be counted as extra credits (please register classquestion.com) (5%).

Why not mandatory?

Considering the extended duration of the 3-hour class, permit students to leave earlier while incorporating in-class questions as extra credit to encourage real-time participation in the lecture. However, students have the option to access the recording of the lecture at any time.

Details of Lecture Design:

- Survey before the first lecture - Initiate a survey at the beginning of the semester to assess students' backgrounds and identify their existing knowledge base.
- Lecture - Each lecture comprises three components:
 1. 50% of the time is dedicated to imparting new knowledge, explaining, clarifying, and organizing difficult concepts (textbook-oriented).
 2. 30% of the time is allocated to in-class questions, with parts 1 and 2 interwoven throughout the session.
 3. 20% of the time is spent analyzing real-world policy and data.

- **Discussion:** Attendance is not mandatory. Attendance is strongly encouraged, as some exam questions will be similar to the discussion problem set. The answer to the discussion problem set will not post on Brightspace. Occasionally discussion sections may go over material I intended to cover in lectures. In any such cases, I will let the class know that the discussion sections will not only review but cover new material.

Why not mandatory?

Given the extended duration of the 1-hour class, and considering it immediately follows the lecture on the same day, I allow students to view the recording of the discussion at their convenience. To incentivize engagement, similar questions from the discussion section will be included in their exams, encouraging them to participate in the real-time discussion.

- **Quizzes:** 3 quizzes in total. Your final grade will automatically drop to the lowest one. Therefore, only 2 quizzes will be counted in your final grade. Designed to take no more than 20 minutes, it focused on a limited number of topics. All multiple-choice or true/false questions.
- **Homework:** 3 assignments in total. All assignments will be posted on Brightspace. (Multiple Attempts)
- **Discussion Attendance:** You have two options to earn the attendance points:
 - 1) Participate in the real-time discussion sections. (Need to participate at least 45

Definition-oriented to assist students in reviewing and preparing for exams.

minutes of the discussion) 2) Watch the recording of the discussion after the class. However, please note that in order to receive attendance points, you will need to watch at least 45 minutes of the discussion recording. When watching the recording, please DO NOT download it. If you download and watch the recording, your attendance will not be counted. WATCH IT ONLINE AND LOG IN!!!

Why still have attendance for discussion?

This policy was implemented in response to student votes and feedback. Following a student survey, where they expressed the desire for discussion section recordings and a reduction in exam pressure, I decided to incorporate this change. Rather than assigning additional work, I introduced more challenging questions in the discussion sections and encouraged students to watch the recordings as part of their preparation.

• Exams:

- Exam 1: Covers all topics since the beginning of the term.
- Exam 2: Covers all topics after the first Exam.
- Exams and quizzes will be open-book, open-note assessments

Why open-book and open note assessments?

Given that it is an online course with the potential for easy cheating, I have implemented the following measures:

1. Open-Book and Open-Note Assessments: Allowing students to refer to their materials during assessments to encourage a focus on understanding rather than memorization. It may convey to students that finding the answer directly from the textbook could be challenging.
2. Inclusion of Numeric Questions with Real-World Data: Incorporating numerous numeric questions that draw from recent real-world data, requiring a practical understanding of the subject matter. It communicates to students that they are not allowed to directly search for the answers on Google or find them on external websites.
3. Randomized Matching Questions: Integrating matching questions and utilizing the online system to randomize the order of questions for each student, reducing the likelihood of copying.
4. Precision Requirements: Requiring students to round their answers to two decimal places, ensuring a higher degree of precision and comprehension in their responses.

Course Outline:

Discuss fundamental microeconomic theories beneficial for students with no prior background in

- █ Ch 1: Economic Principles
- █ Ch 2: Circular-Flow Model, Opportunity Cost, PPF
- █ Ch 3: Supply and Demand, Equilibrium Analysis
- █ Ch 4: Consumer and Producer Surplus
- █ Ch 5: Government Price Controls
- █ Ch 8: International Trade
- █ Ch 21: Macroeconomics: The Big Picture
- █ Ch 22: Measuring National Production, Measuring the Price Level
- █ Ch 23: Measuring Unemployment and Inflation
- █ Ch 24: Long-Run Economic Growth
- █ Ch 25: Saving, Investment Spending
- █ Ch 27: Aggregate Supply and Demand
- █ Ch 28: Fiscal Policy
- █ Ch 29: The meaning of Money, The US Federal Reserve System
- █ Ch 30: Monetary Policy

Grading Policy: Homework(20%), quizzes (20%), Exam 1 (27%), Exam 2 (27%), Discussion Attendance:(6%)

Important Dates:

Exam #1 June 14, 2023
 Exam #2 July 05, 2023

Final Grades:

If you cheat during the course, you will receive a final grade of an F for the course.

Incompletes (I/IU)*: A grade of incomplete ("I") indicates that additional course work is required to fulfil the requirements of a given course. Students may only be given an "I" grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An "I" grade may not be assigned to a student who did not attend the course. Incompletes (I/IU)**: Prior to the end of the semester, students must initiate the request for an "I" grade and receive the instructor's approval. Assignment of an "I" grade is at the discretion of the instructor.

For all graduate-level courses, an interim grade of Incomplete (I) may be assigned if the student has not completed all requirements for the course. An interim grade of 'I' shall not be assigned to a student who did not attend the course. For all graduate courses, the default grade accompanying an interim grade of 'I' shall be 'U'. It will be displayed on the UB record as 'IU.' The default Unsatisfactory (U) grade shall become the permanent course grade of record if the 'IU' is not changed through formal notice by the instructor upon the

Grade	Quality Points	Percentage(unit:%)
A	4.0	93.0 - 100.00
A-	3.67	90.0 - 92.99
B+	3.33	87.0 - 89.99
B	3.00	83.0 - 86.99
B-	2.67	80.0 - 82.99
C+	2.33	77.0 - 79.99
C	2.00	73.0 - 76.99
C-	1.67	70.0 - 72.99
D+	1.33	67.0 - 69.99
D	1.00	60.0 - 66.99
F	0	59.9 or below

student's completion of the course.

Assignment of an interim 'IU' is at the discretion of the instructor. A grade of 'IU' can be assigned only if successful completion of unfulfilled course requirements can result in a final grade better than the default 'U' grade. The student should have a passing average in the requirements already completed. The instructor shall provide the student specification, in writing, of the requirements to be fulfilled.

Important Information:

- **Deadlines are absolute:** All assignments and exams must be completed on the due date. Late work will not be accepted and will be graded as zero. **There are no make-up quizzes or homeworks.**
- **Exams:** Two equally weighted exams will be given during the semester. Each exam time limit is approximately 90 mins.
- **Email Policy:** When you send me an email, be sure to include the course title (ECO181) in the subject line (Example: ECO181 your name). To ensure that your email reaches my inbox and reduces confusion, include your course title and section

number in your email subject line. Students are required to check their email at least once a day.

[Here is the Email Template:](#)

Subject: ECO 181 [your name]

Dear Instructor [Last Name],

I hope this email finds you well. I am [Your Name], a student in your [Course Name] class this semester. I have a question about [the specific topic, assignment, or concept you want to ask about].

Thank you.

Sincerely,

[Your Name]

- **Time Zone:** The default time zone is Eastern Time (ET) for all assignments, exams, discussions, etc.
- **No Class On JUNE 19th:** Since it's the Juneteenth holiday.
- **Syllabus Change Policy:** The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.
- **If you have a question – ASK!!! If I am going too fast, please ask me to slow down.**

Academic Integrity:

Academic integrity is critical to the learning process. It is your responsibility as a student to complete your work in an honest fashion, upholding the expectations your individual instructors have for you in this regard. The ultimate goal is to ensure that you learn the content in your courses in accordance with UB's academic integrity principles, regardless of whether instruction is in-person or remote. Thank you for upholding your own personal integrity and ensuring UB's tradition of academic excellence. The academic integrity policy is available at buffalo.edu/academic-integrity.

Accessibility Resources:

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at: <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Course Fees:

The dollar amount of any course-specific fees above and beyond UB tuition and fees and the reason such fees are being assessed.

Counseling Services (Mental Health):

Students may experience a range of issues that can cause barriers to learning or reduce their ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other concerns. Students can learn more about these programs and services by contacting:

- Counseling Services: 120 Richmond Quad (North Campus), phone 716-645-2720 and 1st Floor Michael Hall (South Campus), phone: 716-829-5800
- Student Health Services: 4350 Maple Rd., Amherst, NY 14226, phone: 716-829-3316
- Health Promotion: 114 Student Union (North Campus), phone: 716- 645-2837

Sexual Violence:

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If a student has experienced gender-based violence (i.e., intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if the student so chooses. Contact UB's Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, students may also contact a Crisis Services Campus Advocate at 716-796-4399.

Protecting Course Materials Disclaimer:

All materials prepared and/or assigned by me for this course are for the students' educational benefit. Other than for permitted collaborative work, students may not photograph, record, reproduce, transmit, distribute, upload, sell or exchange course materials without my prior written permission. "Course materials" include, but are not limited to, all instructor-prepared and assigned materials, such as lectures; lecture notes; discussion prompts; study aids; tests and assignments; and presentation materials such as PowerPoint slides, Prezi slides, or transparencies; and course packets or handouts. Public distribution of such materials may also constitute copyright infringement in violation of federal or state law. Violation of this policy may additionally subject a student to a finding of "academic dishonesty" under the Academic Integrity Policy and/or disciplinary charges under the Student Code of Conduct.

5 Sample make-up/retake exam agreement

Why allow student retake?

The following is a sample of a make-up/retake exam agreement designed to assist students who are dissatisfied with their previous midterm performance. After signing the agreement, students have the opportunity for a second chance to take the exam and challenge themselves.

Student Make-up Exam/Retake Exam 02 Agreement

- **Scheduling and Rules:**

1. The make-up exam 02(or Retake Exam 02) is scheduled for Sunday, July 10th, 2022, running from 1:00 pm to 5:00 pm ET.
2. This exam permits the use of notes and books, but it is strictly a solo endeavor; collaboration with others is prohibited.
3. The exam consists of 25 points, encompassing multiple-choice questions and fill-in-the-blank items.
4. You must complete the exam within a time limit of **90 minutes**.
5. The exam will take place between 1:00 pm and 5:00 pm ET. To ensure you have the full 90 minutes to complete the exam, you must begin no later than 3:30 pm ET. If you happen to start after 3:30 pm ET, you may still initiate your exam anytime during the scheduled duration but must submit it before the 5:00 pm ET deadline. (*Please note that if you begin your exam late, the system may incorrectly display a 90-minute countdown. Be aware that this is not the accurate time limit in this scenario. Ensure submission before the 5:00 pm ET deadline.*) We strongly advise allocating ample time for submission. Submitting your exam on time is your responsibility, as **late submissions will NOT be accepted** under any circumstances.

- **Make-up Exam 02(or Retake Exam 02) Terms and Conditions**

1. By agreeing to the terms of the make-up exam 02, students commit to replacing their original exam 02 grade with the make-up exam 02 grade. In other words, if the make-up exam 02 results in a lower grade than the original exam 02, the make-up exam 02 grade will be used.
2. Students who opt for the make-up exam 02 agreement are required to participate in the make-up exam 02.
3. Students who enter into the make-up exam 02 agreement but fail to take the make-up exam 02 for any reason will receive a score of zero for both exam 02 and make-up exam 02.
4. The make-up exam will not be subject to any grading curve as it is only available to select students.

5. Students who choose to sign the make-up exam 02 agreement confirm that they have reviewed their schedule for Sunday, July 10th, 2022, and have ensured there are no scheduling conflicts.
6. Students agreeing to the make-up exam 02 terms understand that the instructor (and TA) will not respond to any inquiries or arguments via email if students violate the terms outlined in clauses 1-5 of the make-up exam 02 agreement.

I have read, understood, and accepted the student make-up exam 02 agreement.

Student Signature:

Date: