ANAT 6410 | Strategies of Instruction in a Professional Program
Hybrid Course
Spring 2014

COURSE INFORMATION
Credit Hours: 2.0
Course Start date: January 21, 2014
Course finish date: May 10, 2013
Spring Break (March 10-March 14, 2014)

On-Campus Class Sessions
1) Session 1: January 21, 2014 (Tuesday, 9-11 a.m.); Location: Building 500?
2) Session 12, April 8, 2014 (Tuesdays, 9-11 a.m.); Location: Building 500?
3) Session 16, May 6, 2014 (students will participate in on-campus session at Lawrence Street Center (LSC), Room 648, Auraria Campus). Campus shuttle is one way to get to LSC.

Online Sessions:
Other class sessions will take place using synchronous (instructor meets with students virtually during class period) and synchronous (students participate in class activities at various times) sessions.

Location for online classes: CANVAS (New Learning Management System)
https://ucdenver.instructure.com/

Synchronous Online Class Sessions: 8-10 a.m., MDT (Using the conference feature on CANVAS - total of 5 sessions)
Will meet Tuesdays, 8-10 a.m., MDT

Jan -28; Feb-11, 25; March-25; April-22;

Asynchronous Online Class sessions: (Using discussion boards on CANVAS)
(Sessions are going to be conducted between Tuesdays, 8 a.m. and Fridays, 12 midnight- total of 8 sessions)
Feb-3, 18; March-4, 8; April -1, 15, 29; May -13;

INSTRUCTOR INFORMATION
Geeta Verma, Ph.D.
School of Education and Human Development
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Email: geeta.verma@ucdenver.edu (Best way to reach)
Office Hours: By appointment

Course Description:
This course is designed for graduates in health education programs. Topics include conceptual change, developing content-based instructional/ pedagogical skills, frameworks for making curricular decisions, research on how people learn, active learning techniques, and teaching for diversity in health science programs. In order for this course to be effective, everyone needs to complete the course readings and reflections prior to coming to class (both on-campus and online sessions) and everyone needs to participate in the class discussions.

The course is organized around various topics (e.g., how people learn, cooperative learning, conceptual change, critical thinking, assessment) as it pertains to teaching and learning. We will be reading 2-3 papers/articles each week and engage in conversations around these topics. Some of these reading may look old to you but please know that the reading might be considered seminal work in that field and therefore is being included in the course.

While using CANVAS, I recommend that you open the documents in a new page using the pop-up icon for ease of reading.

Required Materials:

Textbook: There is no required text for this course. Readings or links to web-based readings will be posted in Files in Canvas (our new Learning Management System).

Course Objectives: At the end of the semester, students should be able to:
- Design a teachable unit that includes specific, measurable learning goals, assessments, and active learning.
- Discuss how theories about how people learn influence your decisions about how to teach a science subject.
- Articulate how they would foster a classroom community that is attentive to diversity issues.
- Write a teaching statement OR professional ethics statement that reflects student philosophy about developing professional identity

Assignments:
There is no final exam in this paper. Rather you will be working on various assignments throughout the course of the semester (including a final paper). Here is a list of assignments (followed by assignment descriptions):

Grading Scale
NOTE: In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
E: < 60%
### Summary of Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflective Journals</td>
<td>18</td>
<td>Ongoing (students will submit a reflective journal at the end of each synchronous session as well as one out of three on-campus sessions (total of 6 entries – 3 points for each entry) (Sessions 2, 4, 6, 10, 12, and 14)</td>
</tr>
<tr>
<td>2. Article Critique and Reflection # 1</td>
<td>15</td>
<td>March 2 - Session 6 (Sunday after the class session)</td>
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<tr>
<td>3. Article Critique and Reflection # 2</td>
<td>15</td>
<td>April 13 - Session 12 (Sunday after the class session)</td>
</tr>
<tr>
<td>4. Teaching Philosophy OR Professional Ethics Paper</td>
<td>10</td>
<td>April 27 - Session 14 (Sunday after the class session)</td>
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<tr>
<td>5. Jing Video to share your teaching philosophy OR Professional Ethics Paper</td>
<td>5</td>
<td>April 29 - Session 15 (Tuesday)</td>
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<tr>
<td>6. Final Project (lesson plan, teaching, and reflection)</td>
<td>30</td>
<td>May 5- Session 16 (Monday)- 5-E lesson Plan teaching</td>
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<td>May 13 - Session 17 (Tuesday)- 5-E lesson Plan final submission (Tuesday, the day of class session during final’s week) (15 pts for teaching and reflection and 15 points for the lesson plan)</td>
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<tr>
<td>7. Attendance and Participation</td>
<td>7</td>
<td>Ongoing</td>
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<tr>
<td>Total</td>
<td>100</td>
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### Description of Course Assignments
1) Class discussion/participation/Journals (3 pts. per reflection – total of 18 % of course grade)  
(Due Date- Ongoing)
Class members are expected to contribute to class discussions each week (after each synchronous session). The purpose of these discussions is to help us as individuals, and as a group, develop meaningful interpretations of the ideas conveyed by the readings. Make sure you are both a good listener and a good speaker. A large percentage of recent advances in science could not have been accomplished without collaboration among people with different expertise. This class will help you practice skills needed to be successful collaborators (exploration of ideas through discourse, peer-to-peer teaching, sharing of materials, sharing of ideas). When responding to the ideas of others, be critical, constructive, and encouraging. When listening to others’ thoughts about your ideas don’t take things personally or be hard on yourself. This is a small class and I expect that you will know one another’s names and assist each other’s learning. At the end of each class period you are expected to write a paragraph or two to reflect on the discussions that took place that day. You will be given 5-10 minutes at the end of each synchronous class period to do this. Have these complete by midnight each Tuesday (after our synchronous sessions).

2) Two Article Critique and Reflection Papers (15 pts. for each – total of 30 % of course grade) Sunday after the class session  
(Due date:  
Paper # 1 March 2; and  
Paper # 2, April 13, Sunday after the class session)
For two class sessions during the semester, you are required to turn in a reflective paper on the readings for the week that includes the following:

a. A summary of the central issue(s) or argument(s) contained in the readings. (If there are several readings by different authors, it is not necessary to analyze each individual reading separately. It is more appropriate to write a narrative that weaves together the central issues or arguments (synthesizing the ideas). Take the information from one article and compare/contrast it with the information from the others if possible.)

b. Analyses of how these issues are connected to each other and to other readings.

c. You will submit them through Canvas.

d. One reflection is due by March 2; the other is due by April 13. Although you are expected to turn in only 2 reflections, it may be beneficial to you to keep a journal of your article reflections each week.

3) Teaching Philosophy OR Professional Ethics Statement (15% of course grade [5 points for presentation and 10 points for the paper])  
(Due Date:  
(Paper submission date - April 27 – Sunday after the class session)  
(Jing Video date - April 29 - Day of the class session)
Crafting a teaching statement OR a professional ethics statement is a good way to help
you define who you are as an educator and/or a health professional and guide the
decisions you make in your role as a teacher and/or health professional. If you plan to
pursue a formal career in teaching, having a teaching statement is as important as having
an updated CV. Similarly, if you intend to pursue a career in a health related profession,
it will be extremely helpful to craft a professional ethics document (e.g., we will work off
of the Hippocratic oath for doctors). During the semester, you will be given the
opportunity to draft and revise your own personal teaching OR professional ethics
statement. You will submit your final paper on April 27 and submit a 4-5 minutes
video on April 29. We will peer-review each other presentations and provide feedback
to each other.

4) Final Project (30% of course grade) – Group Project (in groups of 2) [15 pointes for the
lesson plan and 15 points for the reflection paper]

Due Date – See below

May 5 (Monday for teaching)
Students, please plan to be on Auraria campus from 5-7.45 p.m. (Location –
Lawrence Street Center – Room 648)

May 13 (Tuesday for lesson plan and reflection submission on CANVAS)

You will work with another student to complete this project. The goal of this this final project is
for you to apply and synthesize what you have learned related to teaching and learning science,
and what you have learned about students. This project will have three components:

1) Lesson plan using the 5-E lesson plan template (15 points)
2) Teaching a 15-20 minutes mini-lesson
3) Reflection based on your own teaching experiences and peer feedback (15 points)

Developing a lesson plan: With your partner, you will develop/create a lesson plan (45
minutes long) using the 5-E learning cycle template to demonstrate two things: 1) your
mastery of a scientific concept; and 2) how well you are able to concepts effectively to
another group of students. You are more than welcome to work with course professors of
the Histology and Anatomy courses to potentially identify a rich science concept to research
OR alternatively you can identify the topic independently. We will work on
developing/creating this 5-E lesson plan (45 minutes long).

Teaching a 15-20 minutes mini-lesson: Out of this lesson plan, we will identify the most
engaging part of the lesson and prepare a mini-lesson (15-20 minutes). My suggestion
would be to focus on the engage and explore part of your lesson plan. You will prepare to
teach this lesson to a group of students on the downtown campus.

Reflection on your experience and peer feedback:
These students are a part of secondary science licensure program in the School of
Education and Human Development and are very familiar with the 5-E lesson plan template.
They will provide peer-feedback to you on your lesson. Please synthesize their feedback
with your own experiences and write a robust reflection paper based on this lesson writing and teaching experience.

Here are some guidelines for your reflection paper:
1) Brief summary of your 5-E learning cycle (engage, explore, explain, elaborate, and evaluate)
2) Brief description of your teaching experience (how did you plan, how did you implement your plan);
3) Summary of the peer feedback
4) You reflection about the teaching process (what went well, what didn't go well, what would you do differently)

5) Attendance and Participation (7% of the course grade) – Due date (Ongoing)

Information about Class Sessions (On-campus, Synchronous, and Asynchronous)

On-Campus Sessions:
I will be holding three-class sessions on-campus. Please see information below:

On-Campus Class Sessions (Tuesdays, 9-11 a.m.); Location: Building 500?
1) First Class Session: January 21, 2014
2) Session 12, April 8, 2014
3) Session 16, May 6, 2014 (students will participate in on-campus session Lawrence Street Center (LSC), Room 648)

Online Sessions:
The rest of class sessions will take place online (either synchronously or asynchronously). Here are the guidelines for participation (including online postings):

SYNCHRONOUS SESSIONS: I will host five sessions synchronously (we will be online together on CANVAS). What that means is that we will meet on Tuesdays (8-10 a.m.) using the CONFERENCE feature on CANVAS. These sessions are similar to on-campus session except the fact that we will be meeting virtually AT THE SAME TIME. Here are the dates when we will meet synchronously:

Synchronous Online Class Sessions: 8-10 a.m. (Using the conference feature on CANVAS)
Will meet Tuesdays, 8-10 a.m., MDT
ASYNCHRONOUS SESSIONS: The other class sessions in this course will take place online asynchronously. What that means is that we will participate in class activities virtually for each class session over period of time (see guidelines and times for postings section below). Therefore, it is extremely important that you participate fully and meaningfully in those class discussions. I have provided guidelines for asynchronous online participation for each class session on Canvas as well as here (in syllabus) to have some parameters. Please know that these are minimum levels expected of us so feel free to exceed those expectations.

The asynchronous online class sessions will be similar to on-campus class or synchronous virtual discussions except that we will be doing our “talking” in the virtual world using flexible times. I have conceptualized it in a way that allows you to share and discuss the activities to be completed during the online session. I will be providing feedback on your online participation via Canvas grade-book using the rubric provided below (for each online session). Here are the dates when we will meet asynchronously:

Asynchronous Online Class sessions: (Using discussion boards on CANVAS)
Feb-3, 18; March-4, 8; April-1, 15, 29; May -13;

GUIDELINES AND TIMELINE FOR POSTINGS FOR ASYNCHRONOUS SESSIONS

1) Participating in asynchronous online discussions by actively reading online postings

I require that students read approx. 80 % of your classmates’ postings. How and when you do it is totally up to you (e.g., read other students' response to your posts or read other students' response to other's post). Students in the past have done it differently (many log on at different times for shorter duration while others log in at one time but stay longer). In other words, I am looking for more ‘web presence’ that includes reading 80 % of online postings and posting your responses.

If I were to compare these sessions to on-campus or synchronous session in terms of class participation, the idea would be to come to class, participate in class discussions (engage with the professor and fellow students) and THEN make your comments (including your initial posting). Therefore, please make sure that your participation is robust in the online class sessions

2. Number and length of postings in response to each discussion thread (including supplemental readings)

Minimum:

a. Respond at least once directly to instructor/discussion leader question/s
b. Respond two times (minimum) directly to one of your classmates in response to instructor questions (for each discussion thread).
c. In other words, you will be posting a minimum of 3 responses to each discussion thread (usually there will be two discussion thread each class session so a total of 6 postings).

**Maximum: Go for it.**

Content of the postings: Go beyond agreeing or disagreeing (i.e., what connections can you make, offer suggestions, insights, new information gleaned from outside readings, cite your references etc.). The responses should be thoughtful and substantive. In other words, responses that don’t count (but you can still make them) are, “I agree!” or “yes!”, etc. I will be e-college grade book to help you understand the quality of your postings.

**IMPORTANT:** Please refer /cite your readings in your discussion postings.

3. **Timeline for postings for Asynchronous Sessions**

Everyone will post their **FIRST** original substantive message on all discussion threads latest by **Tuesday, midnight (the day of our class session)** using the guidelines provided in the class.

Everyone will post their **ADDITIONAL** substantive messages on all discussion threads latest by **Friday, midnight (during the week of the class session)** using the guidelines provided in the class.

**Here are some criteria that can contribute toward substantive posts:**

- Range from AT LEAST 1 paragraph (4-6 sentences)
- Include specific examples and/or substantiating evidence
- Include in-text citations and references in APA format
- Stay on topic and address the course objectives
- Demonstrate proper spelling, grammar, and scholarly tone

**Points of Significance**

<table>
<thead>
<tr>
<th>Points (Total 5 pts.)</th>
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<tbody>
<tr>
<td>Answered discussion question</td>
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<tr>
<td>Spelling, grammar, and quality of writing</td>
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<tr>
<td>Demonstrated knowledge of concepts</td>
</tr>
<tr>
<td>Used examples to illustrate points</td>
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As a discussion leader, please post your question using various methods available to you:

1. Role play: Create a scenario for the role play, choose a character to role play during the discussion (in most cases, only one person can assume a character), introduce yourself as your character in the role play discussion forum, everyone takes on a role and participates in the discussion.
2. Post two questions (individually or in pairs) and guide participants to respond in order to advance the conversation
3. Any other suggestions???

### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Assignments Due</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>1 On-Campus</td>
<td>Jan 21</td>
<td>Course Goals/Qualities of Effective Teachers&lt;br&gt;1. Explain the big ideas for the course; summarize the nature of the assessments, describe the ideal classroom culture for the course. 2. Analyze the qualities of effective teachers, compare and contrast the qualities of effective and ineffective teaching 3. Open (divergent) vs. Closed (convergent) Questions</td>
<td>Elstgeest, J. (2001). The right question at the right time. In Primary Science: Taking the Plunge. Portsmouth, NH, Heinemann. Elliot, D. (1996). Promoting critical thinking in the classroom, 21 (2), 49-52.</td>
</tr>
<tr>
<td>2 Synchronous</td>
<td>Jan 28</td>
<td>How People Learn – Introduction&lt;br&gt;1. Explain the importance of understanding and attaching to students pre-existing conceptions, what it means to be metacognitive, and interpret the relationship between facts and a conceptual framework. 2. Critique a recent episode of your learning experience and discuss if you were attentive to how other people were learning in your setting 3. Propose ways to make your teaching more learner centered. 4. Discussion Techniques and Questioning Strategies</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Type</td>
<td>Topic</td>
<td>Due Date</td>
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<tr>
<td>6</td>
<td>Synchronous</td>
<td>Cooperative Learning</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Type</td>
<td>Assignment</td>
<td>Reference</td>
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</tbody>
</table>
| Feb 25 | DUE: Weekly Reflection 3 DUE: Article Critique and Reflection #1 (Submit both by March 2, Sunday after the class session) | *Theory into Practice*, (38) 2.  
Johnson, D.W., Johnson, R.T., Smith, K.A. (1998), Cooperative learning returns to college; What evidence is there that it works? *Change* (98) |
| 8     | MARCH 11   | NO CLASS – SPRING BREAK                                                      | NO-CLASS - SPRING BREAK  
MARCH 11 | NO CLASS – SPRING BREAK  
MARCH 11 | NO CLASS – SPRING BREAK  
MARCH 11 | NO CLASS – SPRING BREAK  
MARCH 11 | NO CLASS – SPRING BREAK |

1. Describe different cognitive styles, teaching methods, biases, and assumptions.  
2. Judge how what is done in a classroom promotes success of diverse learners.  
3. Judge how what is done in a classroom prevents success for diverse learners.
<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Details</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Apr 22</td>
<td>Synchronous</td>
<td>How people learn</td>
<td>How People learn Chapter 1 How People learn Chapter 2</td>
<td></td>
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</tbody>
</table>
3. Describe and apply at least 5 different active learning techniques.

Due: Weekly Reflection 6
Due: Teaching Philosophy OR Professional Ethics Statement
(Submit both by April 27, Sunday after the class session)

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<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>15</td>
<td>Asynchronous</td>
<td>Final Presentation of your paper -Teaching Philosophy OR Professional Ethics Statement. Using Jing program, you will create 3-4 minutes video to highlight the following ideas: 1. Analyze what goes into a teaching or professional ethics statement. 2. How do you communicate it to a prospective employer/admissions office. Due: Jing Video Presentation (You will provide feedback to Jing Videos of two other classmates. I will set up the peer-review process for this presentation.)</td>
</tr>
<tr>
<td>16</td>
<td>On Campus</td>
<td>Please be prepared to teach a 10-15 minutes mini-lesson to a group of students in the School of Education and Human Development. Due: Mini-lesson Presentation</td>
</tr>
<tr>
<td>17</td>
<td>Asynchronous</td>
<td>Finals Week Due: Lesson plan and reflection paper based on your teaching experience</td>
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Submit your Paper/s Online using Canvas

Course Policies
Synopsis of Tips for Success

4) Read assignments before you arrive to class.
5) Be an active and constructive participant in class discussions.
6) Challenge yourself to practice higher-order thinking.
7) Turn in all assignments and turn them in on time.

Attendance
Please refer to the University’s statement on attendance. Good attendance is critical to understanding concepts presented in class.

Attendance will not be taken in class sessions (both on-campus and online) but absences will be noted, and multiple absences will result in a lower final grade. More than one absence (including on-campus and online session) will affect your final grade by three percent. More than two absences will result in withdrawal from this class. The instructor reserves the right to deduct points from the final average for excessive class absences.

You are responsible for attending and participating in all class sessions. If you have to be absent please inform the instructor ahead of time. All proposed absences must be communicated to the instructor for approval. In the event of an emergency, I require my students to please notify me in advance (email is best). You are responsible for all materials covered in your absence and any assignments due when you return to class. Please be aware that while handouts are provided on CANVAS, these may not represent the entire set of notes or materials used in class.

All students have something valuable to contribute to the construction of our learning. I expect that students will “come” to class having read and reflected on the assigned material. Reading the assigned material means that you will have notated questions, interesting points, connections, surprises, and possible applications. All students are to be actively engaged by participating in all aspects of the class

Reading Assignments: All reading assignments are assigned to prepare you for each class period and therefore you should do your weekly assignments BEFORE you come to class. If you have not read the paper ahead of time, you will be letting your classmates down and that will affect your grade.

Late Work
Late work will not be accepted without prior arrangements or a documented emergency. These are given only if there is a documented and compelling reason (e.g. documentation of a death in a student’s immediate family or a written medical excuse from a doctor). Without prior arrangements or a documented reason, no make-ups or extensions will be provided.

Course Communication
I welcome students contacting me outside of class time, either in person, on the phone, or by e-mail. Please find time to meet with me over the semester. If you contact me via email, use geeta.verma@ucdenver.edu. You can call my office at any time, however I prefer that you use e-mail because I check that more often than voice mail. If I do not acknowledge your e-mail or call within 3 days, assume I didn’t get it and send another. Do not wait until the last minute e.g. multiple emails the
night before an assignment is due. If you do send an email or call, please do not expect immediate responses in the evenings or on weekends.

In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I’ll do through individual and group e-mail message. One of the requirements for this course is that you maintain a university e-mail address; please check it regularly for messages. Email is an official form of communication at CU Denver. Please use appropriate language and grammar. If you contact me via email, use geeta.verma@ucdenver.edu.

CU-Denver Student and Faculty Conduct: The members of the CU Denver community are committed to creating a place of work and study where everyone is treated with respect and courtesy. Inappropriate behavior is classified as disruption of teaching or research, abuse of property, any form of harassment, or failure to adhere to applicable laws and regulations. Individuals who fail to adhere to CU Denver Code of Conduct are subject to disciplinary action.

Student Code of Conduct: You are responsible for being attentive to or observant of campus policies about academic honesty as stated in the University’s Student Conduct Code [http://thunder1.cudenver.edu/studentlife/studentlife/discipline.html](http://thunder1.cudenver.edu/studentlife/studentlife/discipline.html). Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. For essays (both long and short), I regard plagiarism as copying one or more sentences from another source without properly citing the source.

Disabilities: Faculty in the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students with disabilities. To be eligible for accommodations, students must be registered with the UCDHSC Office of Disability Resources and Services (DRS) (North Classroom 2514; 303-556-33450, 303-556-4766 TDD). The DRS staff has experience to assist faculty in determining reasonable accommodations and to coordinate these accommodations. If a student is given accommodations, they must be followed. If a student chooses not to accept the accommodations set forth by the DRS, they MUST complete all assignments and do all course work in the same manner as all other students. No exceptions or alternate forms of evaluation can be used except those mandated by the DRS. Faculty cannot arbitrarily decide to give a student extra time, extra assistance, or other forms of aid unless it is formally mandated by the DRS. Please let me know within the first two weeks of class if there are any issues for which you need accommodation. I am happy to accommodate, but I can’t do so unless I know that you need it.

Religious Holiday Accommodations: Faculty in the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students who must be absent from classes because of religious holidays. Faculties are expected to develop course-consistent accommodations for students who miss class or graded assignments in order to observe religious holidays. Students are required to contact Dr. Verma via email, within the first three weeks of class, about anticipated religious conflicts so that accommodations can be made.

School of Education and Human Development Incomplete Process
Incomplete grades (I) are not given to replace low grades. To be eligible for an incomplete grade, students must (1) successfully completed at least 75% of the course requirements, (2) have special circumstances (verification required) that preclude the student from attending classes and/or completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor before more than one year has elapsed since the end of the semester in which the course was taken.

1. Students must be in close communication with the instructor PRIOR to the end of the semester regarding special circumstances precluding them from successfully completing the remainder of the course. Faculty may assign students an incomplete grade of “I” to signify that special circumstances beyond the student’s control prevented the student from completing a small portion of the course (no more than 25%) and that a final grade cannot yet be assigned.

2. IT IS THE STUDENT’S RESPONSIBILITY TO COLLABORATE WITH THE INSTRUCTOR TO COMPLETE AN INCOMPLETE AGREEMENT FORM (found at www.ucdenver.edu/education under Current Students/Current Student Resources) prior to the end of the semester for which the incomplete is given. A copy of the form, signed by both the student and the instructor should be submitted to the SEHD Student Services Center (LSC 701). Both the student and instructor should also keep a copy. The instructor sets the conditions under which the course work can be completed and the time limit for completion. The student is expected to complete the requirements within the established deadline. If the missing assignments are not completed within the allotted time, the “I” converts to an F on the student’s transcript. Students making up an incomplete should not re-register for the course.

3. Upon completion of the missing course work, a Change of Record Form is completed by the original instructor to change the “I” to a letter grade. Faculty should work with the Faculty Services Center to complete the Change of Record Form.