

ECED 5104 Advanced Developmentally Appropriate Curriculum - Creating Contextual Curriculum

Instructors: Lauren Weatherly & Jen Selbitschka

Term: Spring 2019

Credits: 3

**Aspects of the syllabus are subject to change based on the instructors' ongoing assessment of the course over the semester.*

In the book Shoe and Meter, published by Reggio Children, Sergio Spaggiari reflects on the purpose of documentation:

"We do not need to focus solely on the actual succession of facts, but rather to pursue by way of the story, a possible understanding of the intricate adventure of human learning."

In this course, you will engage in curriculum development through action research in order to better understand learning and teaching, documentation as a form of assessment, and partnering with students, families, and members of the community around the development of a contextually meaningful curriculum. Through this process you will also encounter opportunities for creating impact beyond your classroom walls.

Course Days & Times:

We will meet on Wednesdays beginning January 9, 2019 through April 24, 2019 from either 9:00-11:00 am or 3:00-5:00pm. You can expect to meet as a whole class upstairs for the first 40 minutes and then in organized, small groups for the remaining 80 minutes unless noted otherwise in the Weekly Course Agenda.

Course Objectives:

At the end of the semester you can expect to:

- Understand how to use a continuous cycle of observation, documentation, interpretation, and provocation to create contextually, meaningful curriculum.
- Understand how to use documentation as a form of assessment with children and self assessment of your teaching practice.
- Synthesize key elements from experiences with children that can be shared with colleagues for further reflection, feedback, and generation of possibilities around new experiences.
- Synthesize key elements from experiences with children that can serve as a form of advocacy for a strong image of children and early childhood education.
- Identify key elements from your observations of children that can be used to propel learning within an emergent, contextualized curriculum.
- Identify and act on opportunities to partner with families in meaningful ways around their participation in the curriculum.
- Identify and act on opportunities to partner with community members and resources in meaningful ways around their participation in the curriculum.

Key Course Assignments & Actions:

1. Action Research Proposal - Due January 30

2. Cycle of Inquiry Artifacts - Due February 6 - March 20
3. Visibility in the Classroom - Due February 13 & March 6
4. Partnering with Families - *Ongoing*
5. Partnering with Community - *Ongoing*
6. Powerful Messages - Due April 10 (Draft 1), April 17 (Draft 2), April 24 (Final Draft)

****Note:** *If you would like to propose an alternative assignment for any of the assignments listed below that better fits your learning needs and unique learning experience in this course, know that the option is available to you. You must propose the alternative to instructors no later than one week before the assignment is due. Instructors will approve or make alternative suggestions as quickly as possible.*

Expectations Around Instructor Feedback:

You will receive a majority of feedback on your work during class time from both instructors and peers, so come prepared to take notes and welcome diverse perspectives meant to value, challenge, clarify, and add to your thinking. Additionally, the instructors will divide themselves weekly to provide more specific information regarding how you are meeting expectations each week and what you need to do in coming weeks to better meet expectations, if necessary.

1. Action Research Proposal - Due January 30 (10 points)

Once you have decided on the potential Focus of Research in which you will engage with children, families, and colleagues, you will complete an [Action Research Proposal](#). Your Action Research Proposal will identify key components within your Focus of Research that will become the initial framework for your process of developing contextual curriculum. Note that aspects of your Action Research Proposal may, and most likely will, change and evolve over the course of the semester as you incorporate new learning from your Weekly Cycle of Inquiry (see below).

Feedback Turnaround - You can expect Instructor feedback on your Action Research Proposal by the end of the day Wednesday, January 30 if you work a T/W/Th practicum, and by the end of the day Thursday, January 31 if you work a M/W/F or M-F practicum.

Final Scoring Rubric:

****The Instructor will use the rubric below as a general guide for grading the student's overall quality of learning in this area and reserves the right to make decisions about grading based on the individual learning experience of the student.**

7 points or less	8 points	9 points	10 points
Sections of your proposal are incomplete according to the assignment requirements AND completed hastily, scratching only the surface of potential ideas to be explored.	Sections of your proposal are incomplete according to the assignment requirements OR completed hastily, scratching only the surface of potential ideas to be explored.	While complete according to the assignment requirements, sections of your proposal do not receive the same care and attention as others, however overall, your proposal reflects the	Your proposal is complete according to the assignment requirements and reflects the time and care you took to complete it with thoughtful considerations, innovative ideas, and critical thinking. Each

**If you receive a 7 you will be required to re-submit.		high expectations stated in the column to the right.	section of the proposal is considered thoroughly with care and attention.
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2. Weekly Cycle of Inquiry (30 points) - Due February, 6, 20, 27 & March 13, 20

During the months of February and March you will engage in a continuous Cycle of Inquiry where you will:

1. **(What)** Design and implement an experience that invites your students to encounter and explore aspects of your Focus of Research driven by your research questions; consider intended learning outcomes/what you hope the children will walk away with from the experience and how these considerations impact decisions around the design of the experience.
2. **(What)** Observe and document this experience, including your preparations for the experience, using a variety of tools, such as photographs, video, notes, transcribed conversations, charts, graphs and/or samples of work.
3. **(So What)** Analyze documentation from these experiences and generate multiple interpretations and perspectives from these analyses as well as assessments about what your students know and understand surrounding research-related material.
4. **(So What)** Seek more knowledge through a variety of resources including current literature, research, interviews and/or TED Talks, etc. and make connections between what you observed and what you learned through these resources to enhance understandings gleaned from your analyses and inform your research questions.
5. **(So What)** Synthesize and organize your work from the week into a Google Slides presentation to share with colleagues in class (see requirements below).
6. **(Now What)** Thoughtfully engage your colleagues in conversation around your work and receive feedback surrounding the experiences you offered as well as possibilities for where to go next.
7. **(What)** Based on feedback and ideas generated in class and with your instructors, design and implement an experience that invites your students to encounter and explore aspects of your Focus of Research driven by your research questions. Repeat steps 2-7.

Weekly Google Slides Presentation Requirements:

- Examples from your documented observations of the week, including your most salient photos, excerpts of video, sketches, etc.
- Insights gleaned from your analyses of documented observations
- Connections to outside resources (current literature, research, interviews and/or TED Talks, etc.) used to expand your thinking and inform your research questions
- A list of 3-4 possible directions for where the experience may go next
- 2-3 questions about which you would like to engage your group in conversation
- APA citations; No typos or grammatical errors
- A professional and aesthetic layout
- [Click here](#) for the Google Slides Template you will use for each presentation

Note: While producing this presentation format may cause you to feel like the work and thinking around your experience is final, consider how the purpose of compiling your work and insights in this way is **a tool for sharing what happened** in order to **elicit rich feedback and future**

possibilities from peers. It is important that you enter class conversations with an open mind, ready to hear multiple perspectives surrounding your experiences with children, and more importantly, be willing to incorporate these perspectives into your curriculum process.

Weekly Submission of Notes from Class and Updates to Possibilities:

In order to thoughtfully incorporate feedback and suggestions from colleagues and instructors, you are expected to come to class ready to take notes that will be submitted at the end of the day Wednesday in your Google Slides presentation. There is a slide devoted to these notes on the Google Slides Template or you can take notes in the “notes” section of slides from your presentation when suggestions arise. You are expected to implement suggestions from classmates and instructors into your web of possibilities and the design of experiences you plan to offer children during the week.

Submission Requirements for the Weekly Cycle of Inquiry:

Wednesday, February 6	<p>Submit by 7am Wednesday Morning: -Individual Google Slides Presentation</p> <p>In class: -Notes that include suggestions, feedback, and possibilities generated with colleagues and instructors in class -Updated web of possibilities</p>
Wednesday, February 20	<p>Submit by 7am Wednesday Morning: -Individual Google Slides Presentation</p> <p>In class: -Notes that include suggestions, feedback, and possibilities generated with colleagues and instructors in class -Updated web of possibilities</p>
Wednesday, February 27	<p>Submit by 7am Wednesday Morning: -Individual Google Slides Presentation</p> <p>In class: -Notes that include suggestions, feedback, and possibilities generated with colleagues and instructors in class -Updated web of possibilities</p>
Wednesday, March 6	<p>Submit by 7am Wednesday Morning: <i>**While you will not submit a Google Slides Presentation on this day, you will come to class prepared to share documentation and analyses from experiences you implemented with children during the week and engage colleagues in conversation around your documentation and analyses in order to generate rich feedback and insights.</i></p> <p>In class: -Notes that include suggestions, feedback, and possibilities</p>

	generated with colleagues and instructors in class -Updated web of possibilities
Wednesday, March 13	Submit by 7am Wednesday Morning: -Individual Google Slides Presentation
	In class: -Notes that include suggestions, feedback, and possibilities generated with colleagues and instructors in class -Updated web of possibilities
Wednesday, March 20	Submit by 7am Wednesday Morning: -Individual Google Slides Presentation
	In class: -Notes that include suggestions, feedback, and possibilities generated with colleagues and instructors in class -Updated web of possibilities

Weekly Scoring Rubric

**The following rubric will be used to communicate with you the ways you are meeting expectations for this assignment each week it is due. Note, these numbers are not meant to reflect points that will be used toward a final grade but rather a guide for you to track your trajectory of learning and growth over the semester. Expectations will be based on the individual competencies of each student.

Level 1 (B- or Below Level Work)	Level 2 (B/B+ Level Work)	Level 3 (A- Level Work)	Level 3+ (A/A+ Level Work)
Expectations are not met	Meeting some expectations	Meeting expectations	Exceeding expectations

Final Scoring Rubric:

**The Instructor will use the rubric below as a general guide for grading the student's overall quality of learning in this area and reserves the right to make decisions about grading based on the individual learning experience of the student.

25 points or less	26-27 points	28-29 points	30 points
Several of the issues listed in the column to the right are present.	Your presentations meet some of the requirements, and show intention to reflect high expectations, but are	Your presentations show intention to reflect the high expectations stated in the column to the right,	Your presentations meet <u>all</u> requirements, and in addition reflect the following: -Your Google Slides

	<p>lacking in one or more of the following areas:</p> <ul style="list-style-type: none"> -You are not addressing instructor feedback. -You are not implementing suggestions from peers. -One or more of your Google Slides presentations is incomplete -You have a tendency to explore only one curriculum path -The content of your work demonstrated in your presentations scratches the surface, presenting a superficial understanding of contextual curriculum development -The work does not build upon itself each week. 	<p>but are lacking in one or more of the following areas:</p> <ul style="list-style-type: none"> -You are not addressing instructor feedback. -You are not implementing suggestions from peers. -One of your Google Slides presentations is incomplete. -You have a tendency to explore only one curriculum path. 	<p>presentations clearly build on each other each week, reaching more and more depth over time.</p> <ul style="list-style-type: none"> -They reflect care in analysis, thoughtful documenting, a deep level of critical thinking, an open mind to curriculum possibilities, and an increasing grasp of contextual curriculum development. -Your presentations clearly demonstrate how you are implementing suggestions from peers each week. -Your presentations clearly demonstrate how you address feedback for growth when provided by the instructor.
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3. Visibility in the Classroom - Due February 13 & March 6 (10 points each)

At different points in the semester you will be asked to create and update visibility in the classroom of the research you have been facilitating with children. It is critical that you organize time for yourself to collaborate with your co-teachers on the space and design of your visibility and provide enough time before the due date for your co-teachers to offer and provide feedback. You will submit photographs of your visibility in place of the Google Slides Presentation for the week that visibility is expected to be completed. See requirements and due dates below:

- **February 13** - [Visibility Phase 1 Requirements](#)
- **March 6** - [Visibility Phase 2 Requirements](#)

Final Scoring Rubric:

**The Instructor will use the rubric below as a general guide for grading the student's overall quality of learning in this area and reserves the right to make decisions about grading based on the individual learning experience of the student.

7 points or less	8 points	9 points	10 points
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<p>Several of the issues listed in the column to the right are present.</p> <p><i>**If you receive a 7 you will be required to re-do your visibility.</i></p>	<p>Your visibility meets some of the requirements, and shows intention to reflect high expectations, but is lacking in one or more of the following areas:</p> <ul style="list-style-type: none"> -You are not addressing instructor feedback -Your visibility is missing several requirements -The content of your visibility scratches the surface, presenting a superficial understanding of contextual curriculum development. -More emphasis is placed on the telling of a story than on the thinking/learning processes of children and adults. 	<p>Your visibility shows intention to reflect the high expectations stated in the column to the right, but is lacking in one or more of the following areas:</p> <ul style="list-style-type: none"> -You are not addressing instructor feedback -Your visibility is missing one of the requirements 	<p>In addition to <u>all</u> requirements being met, your visibility represents the following:</p> <ul style="list-style-type: none"> -It communicates salient aspects of the research. -It represents thoughtful selections of documentation, and strong illustration of the thinking and learning processes of children and adults. -Your displays are thoughtful and reflect time and care in design. -Additions over time communicate ways that the work has changed and evolved based on critical assessment and examination of documentation and your teaching practice.
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4. Partnering With Families & Community Members/Resources - Ongoing

Families and community members are invaluable resources to our work in the classroom, and can provide infinite ways to enhance and enrich contextual curriculum. Throughout the months of February and March you will design and offer opportunities to partner with families and community members/resources around the focus of research guiding the curriculum you are facilitating with children. Ideas for possibilities will be offered through readings, class discussions, and instructor feedback. At two points in the semester you will provide a brief report that will include the following information:

- A brief history of family and community involvement related to this project. (Note, that this history can include opportunities for collaboration that happened before the beginning of the ADAC course.)
- A description of what you are currently offering and/or facilitating with families and community members/resources.
- A description of what kinds of opportunities and partnerships you intend to develop as you move forward. Note, you are expected to follow through with these intentions as opposed to just listing them here.

These reports will be submitted on **February 27** and again on **March 20**. There will be no points assigned for these submissions. Instead you will receive a complete/incomplete grade with a complete (+) meaning you have included the required elements listed in the bullets above and

an incomplete (x) meaning you missed one or more of the requirements listed in the bullets above. Receiving an incomplete will impact your final grade. Moreover, while no official “points” will be assigned to these submissions, the quality of experiences with families and community members/resources presented in your reports will be taken into account in your overall points accumulated for the Cycle of Inquiry portion of the course.

5. Powerful Messages (20 points) - Due April 10 (Draft 1), April 17 (Draft 2), April 24 (Final Draft)

Throughout the month of April you will work to compile salient aspects from the semester into a more formal product to be shared with your classroom community. The purpose of this product is to communicate a strong image of children, teachers, and ECE using significant highlights and moments from your research with children and from your process of developing contextual curriculum in order to do so. This product may be completed individually or in partnership with other colleagues (in pairs or in a group) whose work you believe has the potential to enhance the power of your individual message and collectively can convey a stronger message. The process for preparing your Powerful Message is as follows:

- **March 20** - You will have a rough idea about what you hope your message will be and ideally what visual format you will be using (select from one of the options below). You will add your ideas onto a shared document where you can view others’ ideas for possible connections and collaborations on your final product.
- **April 3** - In class you will solidify your message, visual format, and plans to work individually or with others. You will submit a proposal to the instructors that details a plan and outline for your Powerful Messages project.
- **April 10** - You will submit your first draft of your Powerful Messages product for feedback and review in small groups.
- **April 17** - You will submit a second draft of your Powerful Messages product (that addresses feedback offered on April 10) for feedback and review from a larger collection of voices.
- **April 24** - You will submit your final draft of your Powerful Messages product (that addresses feedback offered on April 17) to be shared and celebrated with the whole group in class.

Option 1: Posters

Requirements for the Posters are the following:

- Share your most significant research finding(s) in 2 vertical 11x17 inch posters.
- Be provocative! Spark new thinking in others.
- Use documentation from your observations, reflections and actions to support your research finding(s) and to engage the reader. Use photographs, quotes from children, families, teachers or authors, QR codes linking to video and/or samples of work, including children’s drawings and writing. Be selective. Do not include all of your documentation from the semester or try to tell the story of your experience from beginning to end. Instead, select documentation that best supports the points you are making and that best represents a strong image of children and adults.
- Edit your work to ensure there are no typos or grammatical errors.
- Consider the aesthetics of your display, including font, layout, color, and design.
- Crop all photographs so that they hone in on what you are hoping your audience notices.

Option 2: Documentary

Requirements for the Documentary are the following:

- Share your most significant research finding(s) in a documentary that is less than 5 minutes in length.
- Be provocative! Spark new thinking in others.
- Use documentation from your observations, reflections, and actions to support your research finding(s) and to engage the viewer. Use photographs, quotes from children, families, teachers, or authors, video and/or samples of work, including children's drawings and writing. Be selective. Do not include all of your documentation from the semester or try to tell the story of your experience from beginning to end. Instead, select documentation that best supports the points you are making and that best represents a strong image of children and adults.
- Edit your work to ensure there are no typos or grammatical errors.
- Consider the aesthetics of your documentary, including design and timing.
- Crop all photographs and video so that they hone in on what you are hoping your audience notices.

Option 3: Project of your choice

If you choose Option 3 you will need to write up a proposal for your project that must be submitted to course instructors by April 3.

Final Scoring Rubric:

**The Instructor will use the rubric below as a general guide for grading the student's overall quality of learning in this area and reserves the right to make decisions about grading based on the individual learning experience of the student.

14 points or less	16-17 points	18-19 points	20 points
Several of the issues listed in the column to the right are present.	Your Powerful Message product meets some of the requirements, and shows intention to reflect high expectations, but is lacking in one or more of the following areas: -Feedback from peers and instructors on Drafts 1 & 2 have not been addressed. -You are missing more than one requirement in your final product. -The content of the work presented in your products scratches the surface, presenting a superficial	Your Powerful Message product shows intention to reflect the high expectations stated in the column to the right, but is lacking in one or more of the following areas: -Feedback from peers and instructors on Drafts 1 & 2 have not been addressed -You are missing one requirement in your final product.	In addition to <u>all</u> requirements being met, feedback from Drafts 1 and 2 have been addressed, and your visibility represents the following: -Your Powerful Message product communicates salient aspects of the research, thoughtful selections of documentation, and strong illustration of the thinking and learning processes of children and adults. -Your product reflects

	<p>understanding of the message you wish to communicate.</p> <p>-Documentation and statements used to support your message do not have a clear connection and detract from the potential power of the message.</p>		<p>time and care in design.</p> <p>-The overall message is compelling and provokes new thinking and insights in your audience.</p> <p>-Documentation and statements used to communicate your message are clearly connected and equally as compelling.</p>
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Instructor Assessment of Student Growth & Learning (20 points)

At the end of the semester, Instructors will assess the following criteria considering your overall commitment to and demonstration of growth and learning.

Final Scoring Rubric:

**The Instructor will use the rubric below as a general guide for grading the student's overall quality of learning in this area and reserves the right to make decisions about grading based on the individual learning experience of the student.

15 points or less	16-17 points	18-19 points	20 points
<p>Several of the issues listed in the column to the right are present.</p>	<p>Your overall commitment to and demonstration of growth and learning shows intention to reflect high expectations, but is lacking in one or more of the following areas:</p> <p>-Some course requirements have been incomplete or late.</p> <p>-Quality and thoughtfulness of work submitted throughout the semester has been inconsistent.</p> <p>-You have inconsistently demonstrated proactive growth by finding salient opportunities to spark your thinking in new ways.</p>	<p>Your overall commitment to and demonstration of growth and learning shows intention to reflect the high expectations stated in the column to the right, but is lacking in one or more of the following areas:</p> <p>-Quality and thoughtfulness of work submitted throughout the semester has been inconsistent.</p> <p>-You have inconsistently demonstrated proactive growth by finding salient opportunities to spark your thinking in</p>	<p>In addition to <u>all</u> course requirements being met in timely ways, your overall commitment to and demonstration of growth and learning reflects the following:</p> <p>-Quality and thoughtfulness of work submitted throughout the semester has been consistent.</p> <p>-You have shown clear demonstration of growth, by finding salient opportunities to spark your thinking in new ways.</p> <p>-Your energy and effort to acquire new learning has been proactive and dedicated, and you</p>

	<p>-Your energy and effort to acquire new learning has not always consistent or proactive in your willingness to try new ideas and incorporate feedback.</p> <p>-Your attendance and participation large and small group experiences, demonstrated by contributions to your peers' thinking, and coming prepared to class has been inconsistent.</p>	<p>new ways.</p> <p>-Your energy and effort to acquire new learning has not always been consistent or proactive in your willingness to try new ideas and incorporate feedback.</p> <p>-Your attendance and participation large and small group experiences, demonstrated by contributions to your peers' thinking, and coming prepared to class has been inconsistent.</p>	<p>have showed commitment to trying new ideas and incorporating feedback.</p> <p>-Your attendance and participation in large and small group experiences has been strong, demonstrated by contributions to your peers' thinking, and coming prepared to class with readings and assignments completed.</p>
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Late Work Policy:

Submitting late work will result in the reduction of your grade.

Missed Class Policy:

If you miss class you must email Jen and Lauren. A make-up assignment that reflects work equal to the amount of class time and content you missed will be emailed to you the following day. You are expected to complete the make up assignment by the following Thursday.

Point System & Grades:

While there is a general percentage of "points" assigned to each of the assignments above, each student will be graded on his/her overall quality of performance and demonstration of learning throughout the entire class. The maximum number of "points" will be given to work and participation that reflects a deep level of self-reflection, a commitment to learning, timeliness of homework, response to instructor feedback, an open mind to new ideas, and a critical examination of perspectives, however just receiving the maximum number of points in any given assignment does not guarantee an "A" for the course. The grade of "A" will be assigned to students who have clearly gone above and beyond their efforts and energies to grasp course material and apply it to their daily lives while being open to new ways of thinking and doing.

Grading Scale:

100%-95% = A

94%-90% = A-

89%-87% = B+

86%-83% = B

82%-80% = B-

**Any grade below a B- is considered not passing for graduate level courses.

Student Conduct & Etiquette:

Students have an obligation to conduct themselves at all times in a manner that reflects honesty, integrity, and respect for others. Students must adhere to the University's [Student Honor Code](#) and [Student Code of Conduct](#). As the instructors, we will in turn be committed to creating a place of work and study in the classroom where everyone is treated with respect and courtesy.

As graduate students you are expected to submit all work on time that is of quality, reflecting high level thinking and attempts to grow in your understanding around course material. You are expected to engage in learning throughout the semester and be open to the learning experiences offered through course assignments and material even if at first you may not connect with them. Part of the graduate student experience is the opportunity to engage with unfamiliar material whose relevance has yet to be discovered, that has the potential to contribute to your growth and learning in unexpected ways. You are expected to maintain professional behavior at all times - this means treating others with respect, receiving feedback from the instructor and peers as opportunities for growth and learning, contributing in valuable ways to small group discussions in class, and reflecting a high regard for course material and assignments in your discussions. Remember that everyone comes from different experiences and backgrounds that in turn create different opinions and different perspectives - no one person's perspective or opinion is more valuable or valid than another's. It is a privilege to have the opportunity to hear other's perspectives - we have a lot to learn from each other even if that means just learning how to be open to other points of view with which we may not agree. We encourage everyone to welcome others' suggestions and perspectives with an open mind and remember that we are all here to help support each other. View these suggestions and other perspectives as support and food for thought as opposed to critique. If at any point you feel that you are not receiving the same level of professionalism from others that is expected of you, please reach out to the course instructor.

Breakdown of Submissions:

Below you will find a basic outline for submission of all general requirements listed here in the syllabus. In addition to these general requirements, there will be other assignments throughout the semester that serve to support the development of these general requirements. As instructors, we reserve the right to make changes to these assignments/deadlines as we see fit.

Date:	Assignments:
January 16	Planning Systems Artifacts
January 23	Planning Systems Artifacts
January 30	Action Research Proposal

February 6	Cycle of Inquiry: Google Slides presentation, notes & updates from class
February 13	Visibility Phase 1
February 20	Cycle of Inquiry: Google Slides presentation, notes & updates from class
February 27	Cycle of Inquiry: Google Slides presentation, notes & updates from class
	Report: Partnering with Families & Community Members
March 6	Visibility Phase 2
March 13	Cycle of Inquiry: Google Slides presentation, notes & updates from class
March 20	Cycle of Inquiry: Google Slides presentation, notes & updates from class
	Report: Partnering with Families & Community Members
April 3	Proposal for Powerful Messages (in class)
April 10	Powerful Messages Draft 1
April 17	Powerful Messages Draft 2
April 24	Powerful Messages Final Draft

UCD Policies:

CHEATING AND PLAGIARISM: 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. 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>)

INCOMPLETE POLICY: Because incomplete grades interfere with the progression of your program, they will only be given under extraordinary circumstances. Please plan ahead to complete all requirements on time. 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.

INCOMPLETE PROCESS:

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 coursework, 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.

STUDENTS WITH DISABILITIES: The University of Colorado at Denver is committed to providing reasonable accommodation and access to programs and services to students with disabilities. UCD strives to comply with the portions of the Americans for Disabilities Act (ADA) dealing with students. The Disability Resources and Services Office (DRSO) serve the needs of the diverse community of students with disabilities attending UCD. For information, please visit <http://www.ucdenver.edu/student-services/resources/disability-resources-services/about-office/Pages/about-the-office.aspx>.

HONOR CODE: As members of the CU Denver community, students are expected to uphold University standards, which include abiding by state, civil, and criminal laws and all University policies and standards of conduct. These standards assist in promoting a safe and welcoming community. The full UCD Student Code of Conduct can be found at: <http://www.ucdenver.edu/life/services/standards/Documents/CODE%20OF%20CONDUCT%202011-2012%20100111.pdf>.