

OTL518: Effective Science Instruction

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

The science educator will demonstrate their ability to engage students in scientific investigation to build models and theories about the natural world; emphasize crosscutting concepts that have application across all domains of science, and; design instruction and assessment around the most important aspects of science that provide a key tool for understanding or investigating more complex ideas and solving problems.

Course Overview:

In this course you will get continue with your internship. You will also learn more about research-based effective practices in setting up learning environments and the role of the Science teacher in impacting student achievement.

Course Learning Outcomes:

1. Create effective science instruction and assessment aligned to academic standards and individual needs of students.
2. Integrate and utilize appropriate tools strategically in science instruction to maximize student learning.
3. Analyze student learning, utilizing multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve student learning, growth and academic achievement.
4. Design instruction and assessment that provide a key tool for understanding or investigating more complex ideas and solving problems that relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge.
5. Link professional growth to their professional goals.

Colorado State Standards

<p align="center">SB 191 Teacher Quality Standards (1 CCR 301-87 Section 3.02)</p>	<p align="center">Observable Practices and Evidence, While Demonstrating the Knowledge and Skills of a Science Educator based on the 8.17 Standards</p>
<p>Standard I: Teachers Demonstrate Mastery of and Pedagogical Expertise in the Content They Teach The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	
<p>Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.</p>	<ul style="list-style-type: none"> • Uses lesson plans that reflect: <ul style="list-style-type: none"> • Opportunities to review prior learning. • Instructional objectives appropriate for students. • Connections to specific learning objectives and approved curriculum. • Implements lesson plans based on: <ul style="list-style-type: none"> • Student needs. • Colorado Academic Standards. • District's plan of instruction.
<p>Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.</p>	<ul style="list-style-type: none"> • Encourages students to make math connections across content. • Emphasizes to students why they need to learn math content and skills. • Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas. • Emphasizes interdisciplinary connections to math.
<p>Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.</p>	<ul style="list-style-type: none"> • Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. • Uses instructional materials that are accurate and appropriate for the lesson being taught. • Employs a variety of instructional strategies to address student needs. • Provides explanations of content that are: <ul style="list-style-type: none"> • Accurate. • Clear. • Concise. • Comprehensive. • Engages students in: <ul style="list-style-type: none"> • A variety of explanations and multiple representations of concepts and ideas. • A variety of inquiry methods to explore new ideas and theories.
<p>Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.</p>	<ul style="list-style-type: none"> • Emphasizes key concepts and connects them to other powerful ideas within the content area. • Connects lessons to other disciplines and/or content

	<p>areas.</p> <ul style="list-style-type: none"> • Implements instructional strategies to ensure that instruction: <ul style="list-style-type: none"> • Articulates content and interdisciplinary connections. • Integrates literacy skills across content areas. • Clarifies and elaborates on interdisciplinary connections for students. • Employs instructional strategies that include literacy, numeracy, and language development across content areas.
<p>Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.</p>	<ul style="list-style-type: none"> • Selects instructional materials and strategies based on their: <ul style="list-style-type: none"> • Relevance to students. • Central contexts. • Foundational evidence base. • Links lessons to students' prior knowledge. • Encourages and provides opportunities for students to make connections to prior learning. • Delivers lessons and units and uses instructional strategies that: <ul style="list-style-type: none"> • Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. • Provide supports that facilitate engagement. • Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered. • Provides opportunities for students to self-select tasks that accelerate their learning.
<p>Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>	
<p>Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.</p>	<ul style="list-style-type: none"> • Use the district identified system to document and report ongoing student achievement • Communicate with students, parents, and professionals about the learning needs of the students based on an analysis of achievement data.
<p>Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	
<p>Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</p>	<ul style="list-style-type: none"> • Incorporates evidence-based strategies into lessons. • Individualizes instructional approach to meet unique needs of each student.
<p>Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</p>	<ul style="list-style-type: none"> • Uses available technology to facilitate classroom instruction. • Employs strategies and procedures to ensure that students have equitable access to available technology. • Monitors the use of available technology in the classroom. • Uses available technology to: <ul style="list-style-type: none"> • Enhance student learning.

	<ul style="list-style-type: none"> • Develop students' knowledge and skills. Enhance creative and innovative skills. • Provide engaging and motivating learning experiences.
Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.	<ul style="list-style-type: none"> • Communicates effectively with students. • Models effective communication skills. • Encourages students to communicate effectively. • Teaches students to be effective communicators. • Provides opportunities for students to practice communication skills.
Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.	<ul style="list-style-type: none"> • Involves students in monitoring their learning. • Assesses learning outcomes appropriately. • Provides actionable, timely, specific and individualized feedback about the quality of student work to: Students. • Teaches students to use feedback to improve their learning.
Standard IV: Teachers reflect on their practice.	
Element a: Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.	<ul style="list-style-type: none"> • Identify the classroom/school/district/state data that is available and related to your content area and grade level. • Identify the data targets • Identify the location of the data • Identify possible time efficiency ideas for data analysis and use • Identify where there is a "data gap" or, in other words, missing data that is needed to improve performance • Create "possible collection methods" to collect the needed data • Analyze at least one type of data and provide a visual representation of the data results • Integrate the data findings into instruction to improve student learning
Element b: Teachers link professional growth to their professional goals.	<ul style="list-style-type: none"> • Use the Colorado State Model Educator Evaluation System Professional Growth Plan record up to three professional growth goals aligned with your continued professional needs. • The goals should be specific and measurable. • While each of the goals is important, they should be listed in rank order with the most important listed first. • Also record the action steps required to address each growth goal.
Element c: Teachers are able to respond to a complex, dynamic environment.	<ul style="list-style-type: none"> • Integrate the student data findings into instruction to improve student learning to meet the needs of the whole child
	<ul style="list-style-type: none"> • Use the district identified system to document and report ongoing student achievement • Communicate with students, parents, and professionals

	about the learning needs of the students based on an analysis of achievement data.
Standard V: Teachers demonstrate leadership	
Element a: Teachers demonstrate leadership in their schools.	<ul style="list-style-type: none"> Utilizes group processes to help colleagues work collaboratively to solve problems and make decisions
Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession.	<ul style="list-style-type: none"> Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
Quality Standard VI: Teachers take responsibility for Student Academic Growth.	
Element a: Teachers demonstrate high levels of student learning, growth and academic achievement.	<ul style="list-style-type: none"> List the standard and the identification of the concept(s), idea(s), and skill(s) for something that students must learn in order to master the standard. Create an analytic rubric that identifies the levels of performance for each criterion needed to meet proficiency on the target standard and which clearly articulates the expectations of learning for each criterion. Creating a way for students to use the feedback that they will be provided to set learning goals for themselves. Designing an error analysis worksheet for students to use where an explanation can be provided for a skill(s) they are struggling with in becoming proficient on the standard. Develop a way for students to track progress on their learning goals. Provide students with actionable feedback this week on their learning by using the analytic performance rubric developed Have students self-assess their learning Have students complete an error worksheet Provide time in class for students to analyze the feedback and develop learning goals for themselves. These learning goals should support their advancement to the next level of performance. Have students begin to track their progress on the learning goals. Have students track their progress on their learning goals Analyze the error worksheets and/or progress of students on their learning goals and identify content areas and skills that need to be reinforced and factors that may interest or motivate students. Use the learning data to decide on steps for continual improvement – small group, more practice, reteach, move to next concept, etc.
Element b: Teachers demonstrate high levels of Student Academic Growth in the skills necessary for postsecondary and workforce readiness, including democratic and civic participation.	<ul style="list-style-type: none"> Begin with the Colorado Academic Standards to identify critical learning goals for students Identify available assessments that are being used in your district to evaluate student learning throughout the year. Group available assessments according to teacher type Determine how the results from the selected student learning measures will be scaled for expected growth.

<p>Element c: Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of Student Academic Growth.</p>	<ul style="list-style-type: none"> • Group available assessments from multiple data sources according to teacher type • Determine how the results from the selected student learning measures will be scaled for expected growth. • Use the Colorado Microsoft Excel: Measures of Student Learning Tool to analyze the desired learning targets that are expected as a result of instruction
---	---

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

No required textbook. All course content and required module materials serve in place of a formal textbook.

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> • Next Generation Science Standards. (2013, April). Appendix A: Conceptual 	<ul style="list-style-type: none"> • Discussion (25

	<p>shifts in the next generation science standards. Retrieved from Retrieved from http://www.nextgenscience.org/sites/ngss/files/Appendix%20A%20-%204.11.13%20Conceptual%20Shifts%20in%20the%20Next%20Generatio n%20Science%20Standards.pdf</p> <ul style="list-style-type: none"> • The National Academy of Science. (2015). Overarching principles for implementation. In <i>The guide to implementing the next generation science standards</i> (pp. 15 – 22). Retrieved from http://www.nap.edu/read/18802/chapter/4 	<p>points)</p> <ul style="list-style-type: none"> • Critical Thinking (50 points)
2	<ul style="list-style-type: none"> • Next Generation Science Standards. (2013, April). Appendix G: Crosscutting concepts. Retrieved from http://www.nextgenscience.org/sites/ngss/files/Appendix%20G%20-%20Crosscutting%20Concepts%20FINAL%20edited%204.10.13.pdf • Next Generation Science Standards. (2013, July). Appendix C: College and career readiness. Retrieved from http://www.nextgenscience.org/sites/ngss/files/NGSS%20Appendix%20C%20Final%20072613.pdf 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)
3	<ul style="list-style-type: none"> • Next Generation Science Standards. (2013, April). Appendix H: Understanding the scientific enterprise: The nature of science in the Next Generation Science Standards. Retrieved from http://www.nextgenscience.org/sites/ngss/files/Appendix%20H%20-%20The%20Nature%20of%20Science%20in%20the%20Next%20Generatio n%20Science%20Standards%204.15.13.pdf 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)
4	<ul style="list-style-type: none"> • Hammond, Z. (2015, April 1). 3 tips to make any lesson more culturally responsive [Blog post]. Retrieved from https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/ • National Center on Universal Design for Learning. (2015). About UDL. Retrieved from http://www.udlcenter.org/aboutudl • Next Generation Science Standards. (2013, April). Appendix J: Science, technology, society and the environment. Retrieved from http://www.nextgenscience.org/sites/ngss/files/APPENDIX%20J_0.pdf • Next Generation Science Standards. (2013, April). Appendix I: Engineering design in the NGSS. Retrieved from from http://www.nextgenscience.org/sites/ngss/files/Appendix%20I%20-%20Engineering%20Design%20in%20NGSS%20-%20FINAL_V2.pdf 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)
5	<ul style="list-style-type: none"> • Next Generation Science Standards. (2013, April). Appendix F: Science and engineering practices in NGSS. Retrieved from http://www.nextgenscience.org/sites/ngss/files/Appendix%20F%20%20Sci ence%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf • Next Generation Science Standards. (2013, April). Appendix I: Engineering design in NGSS. Retrieved from http://www.nextgenscience.org/sites/ngss/files/Appendix%20I%20-%20Engineering%20Design%20in%20NGSS%20-%20FINAL_V2.pdf 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)
6	<ul style="list-style-type: none"> • Next Generation Science Standards. (2013, April). Appendix F: Science and engineering Practices in NGSS. Retrieved from http://www.nextgenscience.org/sites/ngss/files/Appendix%20F%20%20Sci ence%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)

	<p>%20FINAL%20060513.pdf</p> <ul style="list-style-type: none"> Next Generation Science Standards. (2013, April). Appendix I: Engineering design in NGSS. Retrieved from http://www.nextgenscience.org/sites/ngss/files/Appendix%20I%20-%20Engineering%20Design%20in%20NGSS%20-%20FINAL_V2.pdf 	
7	<ul style="list-style-type: none"> The Colorado Education Initiative. (n.d.) Colorado talent for an innovation economy: The Colorado STEM education roadmap. Retrieved from: http://www.coloradoedinitiative.org/wp-content/uploads/2014/09/CO-STEM-Roadmap-w_Appendices.pdf 	<ul style="list-style-type: none"> Discussion (25 points)
8	<ul style="list-style-type: none"> Colorado Department of Education. (2015, September). Measures of student learning. Retrieved from http://www.cde.state.co.us/educatoreffectiveness/measuresofstudentlearningguidanceteacher 	<ul style="list-style-type: none"> Discussion (25 points) Portfolio (350 points)

Assignment Details



This course includes the following assignments/projects:

Module 1

CRITICAL THINKING ASSIGNMENT (50 points)

Student Learning Objectives

In collaboration with your mentor teacher over the next eight weeks, review the curriculum that will be taught in one of your courses.

Your assignment this week is to write a **Student Learning Objective (SLO)** that aligns with the state standards and spans content being taught to students over the next six weeks (Modules 2-7). Here are two websites to use as resources that provide examples on how to write an SLO:

- <http://www.ctacusa.com/wp-content/uploads/2013/11/SLOFramework.pdf>
- <https://rtt.grads360.org/#communities/tle-sa/workgroups/slo/slo-library>

You may submit your SLO in the format used in Table 1 in the SLO Library Toolkit, or in a format of your choosing. Your SLO must include all the components of the SLO Framework, which are:

- Student Population
- Interval of Instruction
- Learning Content
- Instructional Strategies
- Student Growth Targets/Baseline
- Assessment

Include in your SLO submission the state standard(s) you are using. Make sure your SLO is specific, measurable, and aligned with a state standard.

Additional alignments: Because of new shifts in STEM and the inclusion of computational thinking and computer science, the inclusion of International Society for Technology in Education (ISTE) standards and Computer Science Standards (CSTA) are recommended to enhance teachers' professional skills in entering the field of science teaching. Therefore, within your submission, be sure to indicate at least one standard from each of the following, to which you have also aligned your lesson:

- 21st Century Learning Standards

- ISTE
- CSTA

Indicate how the standards chosen will be incorporated with your SLO and with the state standard you are addressing.

NOTE: You will be implementing your own learning in each module of this course, in order to impact student achievement as it relates to this SLO. You will collect and analyze student learning each week; and, in the Portfolio Project, you will analyze the impact of your instruction over the last eight weeks as it relates to the SLO, and use that information to plan future instruction.

PORTFOLIO PROJECT REMINDER

The Portfolio Project is due at the end of Week 8. See the Module 8 folder for the detailed assignment outline and the grading rubric. Here are some guidelines to help you pace your progress toward Week 8.

For your Critical Thinking Assignment each week, you will focus on implementing information from the current week's CSU-Global module and what you are learning in this class, and use that to collect student learning data for that week in your and your mentor's classroom. This is important, because then you can seamlessly integrate each concept and skill we cover here in our CSU-Global classroom into what your mentor teacher is already teaching students, rather than having to stop the class each week to teach a specific separate lesson of your own.

For the final Portfolio Project, due in week 8, you will look at the student achievement data you have collected for each week. You will analyze student learning around your SLO, and then reflect on how your teaching impacted student learning in your mentor's classroom.

Be sure to review the Portfolio Project description and grading rubric in the Module 8 folder for details. You will be collecting data in Modules 2 through 6, so be sure you are familiar with the requirements for the Portfolio Project. This is a good time to align your SLO with the state standard of your choosing. Make sure your SLO is specific, measurable, and aligned with the state standard, as well as with at least 21st century, ISTE, *and* CSTA standards.

Module 2

CRITICAL THINKING ASSIGNMENT (80 points)

The Interconnected Nature of Science

This week, you will collect student learning data related to the interconnected nature of science to determine if your teaching is impacting the SLO you selected during Module 1.

Use the Module 2 template (linked below) to submit the assignment this week.

Additional alignments: Within your submission, be sure to indicate at least one standard from each of the following, to which you have also aligned your lesson:

- 21st Century Learning Standards
- ISTE
- CSTA

Indicate how the standards chosen will be incorporated with your SLO and with the state standard you are addressing.

PORTFOLIO PROJECT REMINDER

Keep working toward the completion of your Project Portfolio assignment due at the end of Week 8.

Module 3

CRITICAL THINKING ASSIGNMENT (80 points)

The Nature of Science

This week, you will collect student learning data related to the nature of science to determine if your teaching is impacting the SLO you selected during Module 1.

Use the Module 3 template (linked below) to submit the assignment this week.

Additional alignments: Within your submission, be sure to indicate at least one standard from each of the following, to which you have also aligned your lesson:

- 21st Century Learning Standards
- ISTE
- CSTA

Indicate how the standards chosen will be incorporated with your SLO and with the state standard you are addressing.

Module 4

CRITICAL THINKING ASSIGNMENT (80 points)

How STEM Impacts SLO

This week, you will collect student learning data related to science, technology, engineering, and math (STEM), in addition to society and the environment, to determine if your teaching is impacting the SLO you selected during Module 1.

Use the Module 4 template (linked below) to submit the assignment this week.

Additional alignments: Within your submission, be sure to indicate at least one standard from each of the following, to which you have also aligned your lesson:

- 21st Century Learning Standards
- ISTE
- CSTA

Indicate how the standards chosen will be incorporated with your SLO and with the state standard you are addressing.

Module 5

CRITICAL THINKING ASSIGNMENT (80 points)

How SLO Is Impacted by Science and Engineering Practices – Part 1

This week, you will collect student learning data related to science and engineering practices to determine if your

teaching is impacting the SLO you selected during Module 1.

Use the Module 5 template (linked below) to submit the assignment this week.

Additional alignments: Within your submission, be sure to indicate at least one standard from each of the following, to which you have also aligned your lesson:

- 21st Century Learning Standards
- ISTE
- CSTA

Indicate how the standards chosen will be incorporated with your SLO and with the state standard you are addressing.

Module 6

CRITICAL THINKING ASSIGNMENT (80 points)

How SLO Is Impacted by Science and Engineering Practices – Part 2

This week, you will collect *additional* student learning data related to science and engineering practices to determine if your teaching is impacting the SLO you selected during Module 1. Use a different integration plan than the one you selected last week for science and engineering practices.

Use the Module 6 template (linked below) to submit the assignment this week.

Additional alignments: Within your submission, be sure to indicate at least one standard from each of the following, to which you have also aligned your lesson:

- 21st Century Learning Standards
- ISTE
- CSTA

Indicate how the standards chosen will be incorporated with your SLO and with the state standard you are addressing.

PORTFOLIO PROJECT REMINDER

Keep collecting data for your Portfolio Project.

Module 7

PORTFOLIO PROJECT REMINDER

There is no Critical Thinking Assignment due this week, but continue to collect additional student learning data related to STEM and lab safety practices to determine if your teaching is impacting the SLO you selected during Module 1.

Module 8

PROJECT PORTFOLIO (350 points)

SLO Data Collection and Analysis

This Portfolio Project has two parts.

Part 1: Self-Reflection for Continuous Improvement, Based on Data Collected Over the Past Six Weeks, Related to the Student Learning Objective Written in Module 1

Analyze the student achievement data collected from Modules 2-7. Consider what you will teach next based on the student achievement data and/or evidence. You must include a visual display of the student achievement data collected from Modules 2-7 (e.g., tables, graphs, and/or charts). What are the next steps for the students in your class, a group of students, and/or an individual student to ensure *every* student is proficient? What are the next steps for you in becoming better at differentiating or personalizing your instructional approaches for all learners in your classes? Use research to support your choices and ideas, including module readings from the course and two articles from the CSU-Global Library. Your paper must be 4-5 pages long, not including the title and references pages, and it must conform to the *CSU-Global Guide to Writing & APA*.

Part 2: Developing a Unit Plan

Based on your analysis of student learning in Part 1, use the unit planning template for teaching science to plan what you would teach next. Make sure that you address the learning needs of all students. NOTE: The plan must be driven by your student achievement analysis in Part 1.

Use this Colorado Department of Education (CDE) Unit Template for Part 2. Click here for the Science Unit Template.

Here are unit examples from the Colorado Department of Education Website:

<https://www.cde.state.co.us/standardsandinstruction/curriculumoverviews-bycontent#SC>. Reference either the Grade 7 Sample Curriculum, or the High School Biology Sample Curriculum.

Additional alignments: Because of new shifts in STEM and the inclusion of computational thinking and computer science, the inclusion of International Society for Technology in Education (ISTE) standards and Computer Science Standards (CSTA) are recommended to enhance teachers' professional skills in entering the field of science teaching. Therefore, within your submission, be sure to indicate at least one standard from each of the following, to which you have also aligned your lesson:

- 21st Century Learning Standards
- ISTE
- CSTA

Indicate how the standards chosen will be incorporated with your SLO and with the CO State Standard you are addressing.

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9

D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.