BZ-120, Principles of Plant Biology General Information, Fall 2023

Instructor: Dr. Aramati Casper

Department of Biology

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Class: 3-3:50 pm: Mon – synchronous online, Wed – in person in Behavioral Sciences A 101 Fri – asynchronous with Learning Assistant (LA) support

Student hours: Mon 4-5:00 pm on zoom & TBA, or email me to find another time we can meet Sign up to meet: https://aramaticasper.youcanbook.me

* I usually only check my email weekdays between 9 am and 5 pm

Welcome to Plant Biology – What it Means to Be Successful:

Everyone in this course has the goal of learning Plant Biology, but there are many ways that success happens. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us we do not belong in college, that we are at-risk, or that we are not capable of learning science. Success happens every time we notice a classmate who needs an advocate or a friend, and we act on their behalf through support, encouragement, and kindness.

Class Culture and the Learning Process

This class is based on the belief that everyone has the ability to learn biology. How we act as individuals and as a class will be the key to accomplishing our goals successfully. With this in mind, the class has the following rules:

- We are all partners in learning. Together, we create a learning partnership. As part of this partnership, I will communicate course materials and plans, including any changes that occur during the semester. Please communicate your needs with me as well. We all have lives beyond our classes that influence our learning partnership.
- **Treat our time with respect.** We have a short amount of time together, so be ready to learn when class starts. This means come to class early to settle your mind for learning, avoid accessing materials not related to the course during class time, and stay engaged until class is finished.
- Approach your classmates with kindness and encouragement. Creating a successful class means being able to rely on those around us when we are in need. Be the type of person you would like to turn to when you are in need of help.
- Struggle productively. My goal is to give you what you need to make an attempt at each assignment, but I also don't expect that you will always be able to do all of your out-of-class work successfully. I want you to work hard, but I also want you to work productively. If you find yourself spending a lot of time without making any progress, contact me. A small bit of direction can make a world of difference.
- Be prepared to contribute to group learning. Share potential answers or questions you have and ask others to share their questions and potential answers, especially from those who are most quiet. If someone is struggling with a concept you understand, help them. Explaining something to a peer both increases your own ability to remember it into the future and makes sure that no one remains confused at the end of the activity.
- Learning is a process. This class is set up so that you do smaller amounts of work over a greater number of days. An hour's worth of learning done over four days will provide more benefit than four hours of work done on a single day. It is my job to provide the right amount of work and it is your job to do that work in a good faith way.

More About the Learning Process

The learning process in this class depends upon breaking up learning into smaller pieces. You will engage with course material in-person as well as online both synchronously (i.e. we are all interacting online together at a set time) and asynchronously (you are working at your own pace at a time you pick.) In addition to the overview schedule of topics, classwork, unit knowledge assessments, and writing assessments (below), each week's module on Canvas will help guide you through your learning process.

In this class you will engage with the course materials in many different ways. The diagram below provides a roadmap that shows the different types of work you do connect and help you build your learning in this class.



Creating an Inclusive Climate:

I am deeply committed to helping build an inclusive culture in this classroom, in the Department of Biology and at CSU. Each individual brings diversity to our class in the identities they hold, the ways they think, their interests and skills, their background and past experiences. To me, inclusion means not only accepting these differences, but embracing them and understanding that we can leverage these differences to be better people.

My goal for this class is to create an environment where we do not discriminate against individuals because of their identities (for example race, ethnicity, sex, gender, sexual orientation, religion, nationality, age, political affiliation, levels of ability). It is also important to understand that even when we hold egalitarian beliefs, we can hold implicit or unconscious biases that can influence the way we treat others. It is my expectation that everyone associated with the class will:

- 1. Adhere to the CSU Principles of Community: <u>https://diversity.colostate.edu/principles-of-community/</u>
- 2. Work in groups in ways that recognize the contributions of all group members and provide all group members the opportunity to learn.
- 3. Examine their own behaviors and refrain from acting in biased or hurtful ways.
- 4. Reflect on the ways bias or lack of information can influence work in the sciences.
- 5. Speak with the professor when biased behaviors may occur from other students, graders or TAs and the professor.
- 6. Be sensitive to context and acknowledge that hurtful comments can sometimes be inadvertent but they still have an impact.

Course Description

BZ-120 (Principles of Plant Biology) is a one-semester introductory survey of botany that is intended primarily for students majoring in botany-related areas, such as Biology, Zoology, Forestry, Range Science, Agronomy, Horticulture, Natural Resources Management, etc. Most of these majors require additional coursework in botany, and this course is a prerequisite for most of these intermediate- or upper-level classes in botany. Consequently, BZ-120 is meant to be an in-depth overview of the science of botany.

Please be aware that there is another introductory botany course, BZ-104, Basic Concepts of Plant Life, which is meant to provide a less detailed overview of botany for non-science students. If BZ-120 is not required for your major and you do not plan to take additional courses in botany, you are welcome to stay here. However, you may be better served by taking BZ-104, which also counts as an AUCC 3A course. If you decide to stay in BZ-120, please realize that this covers subjects in much more depth than BZ-104.

Course Format

All students in BZ-120 must be registered in Section 001 as well as in one of the Laboratory Sections. Lectures are taught using a hybrid format and will be a combination of in-person, and synchronous and asynchronous online delivery. All in-person and synchronous content will be delivered MW from 3-4 pm. Please check the syllabus for details about course meetings. Each lab section meets for a three-hour block on Wednesday, Thursday, or Friday in Room 211 of Yates Hall, and labs will be held in-person. Attendance in both lecture and laboratory is essential. Although attendance may or may not be taken in lecture, it is essential that you be there to understand what is covered, especially since our synchronous classes will often involve small group work and discussions. Attendance will be taken in the laboratory sections, and you will be expected to attend and participate fully in the laboratory exercises. Please contact me with any concerns/challenges around attending lecture and/or lab so we can build a plan that facilitates your success this semester!

Course Materials

All required materials for the lecture will be provided in the course Canvas modules. To increase accessibility, the course lecture depends on open access materials. Additionally, an <u>optional</u> textbook (purchase not required) for BZ-120 is *Raven-Biology of Plants* (8th Edition) by Evert & Eichhorn. An electronic copy is available on reserve through the library website. The book provides excellent and well-illustrated coverage of the topics we will cover, in more depth than is necessary for our purposes. Consequently, you will be using the book primarily as a reference for material covered in lecture. The pages in the text corresponding to individual lecture topics are given in the Canvas modules. If you have access to an earlier edition of *Biology of Plants* it probably will suffice, but the page numbers will be different. The <u>required</u> laboratory manual (*Principles of Plant Biology-Fourth Edition*) is also available at the bookstore. You will need to bring this manual with you to lab. All other course materials will be provided via Canvas.

How the Class Grade will be Calculated

Grades are calculated using a combination of traditional grading, specifications (specs) grading, and self- or un-grading strategies in this class. This structure is designed to help you succeed in this class and focuses on using grades as part of the learning process. Below is a brief description of how things will be graded. Your grade at the end of the semester will be based on the total number of points you accumulate in lecture and lab assessments over the course of the semester (See below for details). Your performance in the laboratory portion of the class will be assessed in lab (see lab syllabus for details), which will be worth a total of 30% of your grade. Your performance in lecture will be assessed in the following ways and will be worth a total of 70% of your grade. In addition, since the course is recognized by the University as a Core Curriculum laboratory course, it is necessary for you to have a passing grade in the laboratory portion of the class. This is usually no problem if you regularly attend and participate in the laboratory and complete the lab assessments. Assuming you pass the lab portion of the class, your letter grade will be based on your cumulative lab and lecture grade.

Point distribution:

Below is the maximum number of points possible in the course and explanations of how different portions of the course will be graded. *NOTE:* If changes to the grading scheme occur, I will make an announcement in class and provide a new grade breakdown on Canvas.

- Overview: In lecture you have five different ways that you demonstrate your learning: 1) weekly class assignments, 2) Monday group work, 3) unit knowledge assessments, 4) unit writing assessments, and 5) synthesis writing, and 6) reflections The first four will occur throughout the semester, the synthesis writing happens during finals week. You will also have a mid-semester and end-of-semester reflection. For the Monday group work you will turn in an assignment as a group; all other assignments are submitted individually. Because science and learning are collaborative experiences, in lecture (not lab) you are allowed to work with and discuss your work on all assignments with other students and you are allowed to reference all course materials for all assignments.
- You will receive a spreadsheet to help you track your progress in the course after the first few weeks. Final grades are turned off in Canvas, as Canvas is unable to calculate your grade accurately across lecture and lab.

Specs grading: Your **Monday group work** and **unit knowledge assessments** will be graded this way. Effectively, this is a pass/fail system with passing set at a level that demonstrates competence with the content, in which you have multiple tries if you do not.

- <u>Unit Knowledge Assessments</u>: These are open for 7 days (Monday through Sunday of the week they are due). You have up to three tries to obtain a grade of 80% or better. These are graded automatically by Canvas, so you will receive automatic feedback about your grade. Please plan your time, as you will have to wait 4 hours after one attempt before making your next attempt. You are encouraged to take notes as you take the quiz to help you to prepare for your next attempt. Because learning is a collaborative process, you are welcome to work with others and use all course materials while working on these (i.e., it is "open book.") Your total points for your knowledge check grade are based on the number of knowledge checks on which you obtain a grade of 80% or better.
 - If, you are still struggling with the content after two tries, please email me with questions so we can work together to help you succeed on your third try.
 - If you are unable to obtain at least an 80% on a knowledge check after three tries sign up for an office hours timeslot or email me so we can discuss how you can learn the material and gain credit for the knowledge check - https://aramaticasper.youcanbook.me

Unit Knowledge Assessments	
Number of knowledge assessments with a grade of 80% or higher	Number of points
Four	100

Three	85
Two	60
One	40

Monday Group Work: Starting the second week of class, each week in class you will complete an assignment in your assigned group and submit this assignment on Canvas. These will be graded by the course instructor using a rubric on Canvas, on a system of "meets expectations" or "does not meet expectations." These groupwork assignments are to be completed during class on Mondays and can be submitted during class time. They are due by noon on Tuesdays. The names of those who contribute to the assignment will be submitted with the assignment, and only those contributing to the work will receive credit. If you will be absent, it is your responsibility to coordinate with your group to contribute to the assignment prior to its submission. Please note that the assignment on the last week of classes is worth two weeks' worth of work (i.e., double). If your group receives an "unsatisfactory," those who initially worked on the assignment will have the option to revise and resubmit the assignment.

Number of assignments completed at the satisfactory level in the rubric	Number of points
14	100
12-13	95
10-11	80
8-9	60
6-7	50
1-5	25

Monday Group Work grading – 14 total (last week is worth 2)

- Self- or Ungrading: Your unit writing assignments, weekly class assignments, synthesis writing, and reflections will be graded this way. One of the course learning objectives is to learn about metacognition or learning about how you learn. Ungrading is a strategy in which I can focus on giving you feedback, individually or as a class, that helps you assess your own learning (<u>https://citls.lafayette.edu/what-is-ungrading/</u>). With my guidance and feedback, you will determine the grade you get for your weekly class activities & self reflections, as well as your synthesis writing and writing portfolio. While this may seem intimidating, there is a growing body of literature that supports this strategy of grading as a more effective way to support student learning.
- Late policy: As described above, my goal in this class it to help you successfully guide your learning. While assignments have due dates (see table below) and completing things in a timely manner is important to success in this class, I also understand that life circumstances may mean that you need flexibility with deadlines. The late policies below are flexible to help you succeed, and also to help you develop the skills of pacing your own work.
 - In general, assignments must be turned in within one week of the due date for full credit. Please remember that these are designed to help you learn, and that good time management will help you succeed in this class. If life circumstances arise that prevent you from completing these within one week of their due date please email me to arrange an alternative due date. The latest assignments due during the last week of classes can be turned in is the due date of the synthesis writing.
 - Synthesis Writing: This is a hard deadline during finals week. If you have extenuating circumstances, please contact me before it is due, and we may be able to negotiate some flexibility.

Table of Total Points for BZ120:

 Weekly Class Assignments Allows for two missed; you can earn up to 150 out of 130 pts (20 points "extra") in weekly class assignments. 	10 pts per week, 15 wks, 130 pts	
Monday Group Work	100 pts, specifications grading	
Unit Knowledge Assessments	100 pts, specifications grading	
Unit Writing Assignments	20 pts each, 4 total = 80 pts	
Synthesis Writing	20 points	
Mid- and End- of Semester Reflections	10 points each, 2 total = 20 points	
Total	450 pts	

Please remember that the lecture points make up 70% of your grade, and your lab makes up 30% of your grade. As long as you attain at least a 60% in lab (passing) your grade will be as follows:

If you attain >90% you will receive an "A". If you attain >80% you will receive at least a "B". If you attain >70% you will receive at least a "C". If you attain >60% you will receive at least a "D".

Academic Honesty: This course is a professional setting and you are expected to conduct yourself in a professional manner. I believe in your ability and your integrity and I will hold you accountable for the highest standards of academic integrity, which you all can achieve. For specifics, see CSU's Academic Integrity Policy and Student Conduct Code, as shown here in the General Catalog: <u>http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/</u>.

Week	Dates	Unit Topic	
Week 1	Aug. 21, 23, 25	Unit 1: Introduction to Botany & Diversity of life	
Week 2	Aug. 28, 30, Sept 1	Unit 1: Diversity of Plants and Plant Like Organisms	
Week 3	Sept 4	No Class	
	Sept 6,8	Unit 1 continued	
Week 4	Sept 11, 13, 15	Unit 2: Cell Division, Genetics, Evolution, and the Building Blocks of	
Week 5	Sept 18, 20, 22	Life	
Week 6	Sept 25, 27, 29		
Week 7	Oct 2, 4, 6		
Week 8	Oct 9, 11, 13	Unit 3: Plant Anatomy, Movement of Substances, Plant Energetics,	
Week 9	Oct 16, 18, 20	and Plant Hormones	
Week 10	Oct 23, 25, 27		
Week 11	Oct 30, Nov 1, 3		
Week 12	Nov 6, 8, 10	Unit 4: Systems-level interactions, including Environmental	
Week 13	Nov 13, 15, 17	Responses, and Ecosystems	
	Nov 20-24	No Classes – Fall Break	
Week 14	Nov 27, 29, Dec 1	Unit 4 continued	
Week 15	Dec 4, 6, 8	Units 1-4: Semester Synthesis	

L will post any revisions/changes to this schedule on Convert

Schedule of Unit Knowledge Assessments, Unit Writing Assignments, and Synthesis Writing

Currently Assessments are due as listed below, but if I get behind schedule I reserve the right to adjust this. Any adjustments will be posted on Canvas. Unless otherwise announced, assignments will open on the Monday before they are due.

Week	Торіс	Assessment	Due Date
1			
2			
3			
4	Unit 1	Unit 1 Writing Assignment	Sunday September 10 th , 11:59 pm
5	Unit 1	Unit 1 Knowledge Assessment	Sunday September 17 th , 11: 59 pm
6			
7	Unit 2	Unit 2 Writing Assignment	Sunday October 8 th , 11:59 pm
8	Unit 2	Unit 2 Knowledge Assessment	Sunday October 15 th , 11:59 pm
9			
10			
11	Unit 3	Unit 3 Writing Assignment	Sunday November 5 th , 11:59 pm
12	Unit 3	Unit 3 Knowledge Assessment	Sunday November 12 th , 11:59 pm
14	Unit 4	Unit 4 Writing Assignment	Sunday December 3 rd , 11:59 pm
15	Unit 4	Unit 4 Knowledge Assessment	Sunday December 10 th , 11:59 pm
Finals Week	Entire course	Synthesis Writing	Wednesday December 13 th , 11:59 pm*

* There is no in-person final exam for this course, nor any cumulative final quiz or knowledge check. Your finals week work is due on Wednesday because this is our scheduled final day.

GT Pathways Information

The Colorado Commission on Higher Education has approved **BZ120** for inclusion in the Guaranteed Transfer (GT) Pathways program in the **GT-SC1** category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

The content criteria and student learning outcomes (SLOs) listed below are required for GT-Pathways courses in the Natural and Physical Sciences content area, in the GTSC-1 (Lecture course with required laboratory) category. The peculiar numbering of the SLOs is due to the fact that they are excerpted from a comprehensive list of SLOs across all GT-Pathways courses. The SLOs are listed within categories that the GT-Pathways program calls "competencies" and are displayed in italics below.

GT Pathways Natural & Physical Sciences - Course with Required Laboratory (GT-SC1) Content Criteria:

1. The lecture content of a GT Pathways science course (GT-SC1):

- a. Develop foundational knowledge in specific field(s) of science.
- b. Develop an understanding of the nature and process of science.
- c. Demonstrate the ability to use scientific methodologies.
- d. Examine quantitative approaches to study natural phenomena.
- 2. The laboratory (either a combined lecture and laboratory, or a separate laboratory tied to a science lecture course) content of a GT Pathways science course (**GT-SC1**):
 - a. Perform hands-on activities with demonstration and simulation components playing a secondary role.
 - b. Engage in inquiry-based activities.
 - c. Demonstrate the ability to use the scientific method.
 - d. Obtain and interpret data, and communicate the results of inquiry.
 - e. Demonstrate proper technique and safe practices.

GT Pathways Natural & Physical Sciences - Course with Required Laboratory (GT-SC1) Competencies: *Inquiry & Analysis*

- 4. Select or Develop a Design Process
 - a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.
- 5. Analyze and Interpret Evidence
 - a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
 - b. Utilize multiple representations to interpret the data.
- 6. Draw Conclusions
 - a. State a conclusion based on findings.

Quantitative Literacy

- 1. Interpret Information
 - a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- 2. Represent Information
 - a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Additional Course-Specific Learning Objectives:

Upon successful completion of this course students will be able to:

- 1. Demonstrate an understanding and knowledge of science literacy and science communication;
- 2. Demonstrate an understanding and knowledge of metacognitive skills, Bloom's taxonomy, and a growth mindset;
- 3. Demonstrate and understanding and knowledge of multiple ways of knowing, including Traditional Ecological Knowledge and western modern science;
- 4. Demonstrate an understanding and knowledge of the importance of enacting the Principles of Community and class discussion norms, as well as the importance of empathy and self-care;
- 5. Demonstrate an understanding and knowledge of the scientific method and science as a way of knowing, proper use of the scientific method, including observation, experimentation, and hypothesis testing;
- 6. Demonstrate an understanding and knowledge of basic laboratory skills and practices, and the formal reporting of scientific results;
- 7. Demonstrate an understanding and knowledge of fundamental plant cell biology and physiology;
- 8. Demonstrate an understanding and knowledge of fundamental molecular biology and biochemistry, including genetics, respiration, and photosynthesis;
- 9. Demonstrate an understanding and fundamental knowledge of patterns of growth and development in plants, with emphasis on functional anatomy and physiology;

- 10. Demonstrate an understanding and fundamental knowledge of population genetics and mechanism of evolutionary change, including natural selection;
- 11. Demonstrate an understanding and fundamental knowledge of the evolutionary history and diversity of life on earth, with emphasis on major groups of plants and plant-like organisms;
- 12. Demonstrate an understanding and fundamental knowledge of plant ecology, with emphasis on the vital role plants play in the natural world.

Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from <u>The Student</u> <u>Disability Center</u> may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation's specialist in the SDC.

Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit <u>Student Support Services</u> for <u>Undocumented</u>, <u>DACA & ASSET</u> for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

Food Insecurity

Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the <u>Rams Against Hunger</u> program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: <u>Title IX</u> <u>– Sexual Assault, Sexual Violence, Sexual Harassment.</u>

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays.

Please see <u>CSU's Religious Observances Calendar</u>.

Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out <u>the Religious Accommodation Request Form</u> and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU Principles of Community

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions. **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities. **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Diversity and Inclusion

"Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you." - <u>Source</u>

Student Parents/Guardians/Caregivers

I realize that student parents/guardians and caregivers face distinctive challenges in succeeding academically, and I'm committed to supporting those of you who are parents to achieve our course's learning outcomes. If you encounter challenges in meeting course expectations – for example, fulfilling attendance and participation requirements or submitting assignments due to a child or person in your care's illness, essential appointment, school closure, etc. – please contact me as soon as possible (beforehand if feasible or as soon afterward you reasonably can if not). We'll develop a plan for you to make up missed work. Also, please see the detailed lab and lecture section materials for general information on making up the work for a missed class meeting or late assignment. If you need to bring your child or person you care for to class, for example because you're nursing or planned childcare became unavailable, I encourage you to do so if it's feasible for you to participate in class and support your child or person in your care.

Our group work assignments are designed to provide flexible approaches to participating, and all groups should develop plans that enable all members to contribute equitably. If your group encounters challenges in doing so, please reach out to me so we can work together to devise a solution.

Finally, know that <u>pregnant and parenting students are guaranteed equal educational opportunities by Title IX</u>; know your rights, the protections provided, and how to advocate for yourself.

Student Case Management

<u>Student case management</u> is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you and I discuss your situation, I may request <u>verifiable documentation</u> for class absences from the SCM office if you request considerations for absences or missed coursework.

Mental Health and Wellness

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services. Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you.

Visit https://health.colostate.edu/about-counseling-services to learn more

and <u>https://health.colostate.edu/mental-health-resources/</u> for additional student mental health and well-being resources. An extensive set of mental health resources is available to CSU students:

https://health.colostate.edu/mental-health-resources/

If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting <u>https://supportandsafety.colostate.edu/tell-someone/</u> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

Need Help?

CSU is a community that cares for you. If you are struggling with drugs, alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others, please know there is help available. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services. Call (970) 491-6053 or visit Counseling Services on the 3rd floor of the Health and Medical Center, and they will work together with you to find out which services are right for you. Visit health.colostate.edu/counseling to learn more. If you are concerned about a friend or peer, use Tell Someone by calling (970) 491-1350 or visiting tellsomeone.colostate.edu to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know if having a difficult time.