

EDUC 100: Introduction To Education

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	18SPRGS/EDUC/100/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Monday 5:30 PM - 7:00 PM from January 07, 2019 to April 27, 2019

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Course Information

Catalog Description

Education 100 is an introduction to the teaching profession and the Teacher Certification Program at Columbia College. Students will examine the evolution of teaching and the current understanding of the knowledge skills, and dispositions of an effective teacher. Global, national, state, and local perspectives are presented through contemporary issues facing teachers and schools, and students will reflect upon their related beliefs, motivations, and goals. Information will be provided about certification requirements, content area majors, Missouri Department of Elementary and Secondary Education requirements, and portfolio construction. Successful completion of 15 clock hours in field is required.

Additional Notes

This is an Interactive Virtual Course which will meet weekly through Blackboard Collaborate (virtually) and online instruction through D2L using various resources, discussion and homework. The instructor will email instructions on how to access Blackboard Collaborate the week prior to the start of class.

Out of Class Activities:

Field Experience: The completion of 15 clock hours of Field Experience and paperwork in the assigned placement is required for a final grade in this course. Failure to complete up to half of the field experience hours and paperwork will necessitate the issuance of an incomplete (I) for the course until the hours have been completed. If a grade of "I" is issued, it is expected that the hours and paperwork be completed expeditiously, at the discretion of the cooperating teacher. If more than half of the field experience hours and paperwork have not been completed or if outstanding hours and paperwork have not been completed expeditiously, a failing grade for this course will be issued. Note: Other information about the field experience will be shared in Content.

Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

 *Call to Teach*. Pearson. eText

 *Observation Skills for Effective Teaching*. Routledge. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a course with physical course materials will be responsible for returning those items. Additional instructions will be emailed to your CougarMail account after the enrollment period for the session has closed. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of TruitionSM are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
3. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
4. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
5. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
6. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
7. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
8. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
9. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)
10. Demonstrates competence in the use of basic classroom management techniques that reduce the likelihood of student

misbehavior and address any misbehavior that does occur with the least disruption of instruction. (5.4)

11. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
12. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Weekly Activities	320	32%
Discussion Questions	300	30%
Article Responses	40	4%
Field Experience Journal	100	10%
Synthesis Paper	200	20%
Professional Disposition	20	2%
Group Presentation	20	2%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Weekly Activity - "All About Me" Introduction	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday

Week 2

Assignment	Points	Due
Weekly Activity - Autobiography	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday

Week 3

Assignment	Points	Due
Weekly Activity - Teacher Story	20	Sunday (Due to the holiday, class will be held on Friday, Jan. 25th from 5:30-7)
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday

Week 4

Assignment	Points	Due
Weekly Activity - Metaphor and Picture of Self Teaching	20	Sunday

Assignment	Points	Due
Discussion Question		Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday
Week 5		
Assignment	Points	Due
Weekly Activity - Teacher Interview	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday
Week 6		
Assignment	Points	Due
Weekly Activity - Discuss Article Response #1	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday
Week 7		
Assignment	Points	Due
Weekly Activity - Road to Certification	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday
Week 8		
Assignment	Points	Due
Weekly Activity - Missouri Learning Standards; Missouri Teaching Standards	20	Sunday (Due to a Personal Conflict of P/T conferences, class will be held Friday, March 1 from 5:30-7)
Article Response #1	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday
Week 9		
Assignment	Points	Due
Weekly Activity - Reading Response	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday
Group Chapter Presentation	20	In-class
Week 10		
Assignment	Points	Due
Weekly Activity - Discuss Article Response #2	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday
Week 11		
Assignment	Points	Due
Weekly Activity - Classroom Design	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday
Week 12		
Assignment	Points	Due
Weekly Activity - Reading Response Activity	20	Sunday
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday

Week 13

Assignment	Points	Due
Weekly Activity - Lesson Plan	20	Sunday
Article Response #2	20	
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday

Week 14

Assignment	Points	Due
Weekly Activity - Case Study: What Would You Do?	20	Sunday
Synthesis Paper	200	
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday

Week 15

Assignment	Points	Due
Weekly Activity - Share Field Experience Journal	20	Sunday
Field Experience Journal	100	
Discussion Question	20	Original Post by 11:59 pm Thursday; 2 Responses by 11:59 pm Sunday

Week 16

Assignment	Points	Due
Weekly Activity - Share Synthesis Paper: Decision to Teach	20	Sunday
Professional disposition throughout the course	20	

Total Points: 1000

Assignment Overview

Assignments

Graded Activities

Professional Disposition = 20 points | Method of Evaluation -Rubric

Description - As a teaching professional, there are several qualities that you are expected to demonstrate at all times in this class:

- Professionals always value the contribution that they make and are rarely absent. Creating professional learning community in the class can only be achieved if all students are in class and contributing to the development of the community. Therefore, your attendance in class is critical and you should make plans accordingly. This includes having a backup plan for childcare, avoiding unnecessary travel which conflicts with class time, and avoiding making appointments that conflict with class time. Should you find it absolutely necessary to miss class, please inform your instructor prior to class time.
- Professionals are rarely late. Please allow yourself extra travel time in case of traffic delays, and account for the difficult task of finding parking on campus.
- Professionals are always ready to learn and are focused on instruction. Texting, emailing, or other personal tasks interferes with your engagement and should be avoided.
- Professionals ask for further information when they are confused about or don't know how to proceed on assigned tasks. If you are confused, more than likely others are too and there is a need for clarification. Never hesitate to take responsibility for your own learning, which includes asking for help.
- Professionals are always considerate of and respectful toward their instructor and their peers. Viewpoints often differ

during discussions, but please remember that others have a right (and I would argue, an obligation) to voice their ideas and beliefs. Argument is great for cognitive growth, but must be done within a context of validation and respect.

- Professionals always have high expectations for themselves and others. The quality and richness of your learning experience depends more on your engagement in the class than it does on mine. Professionals have an open-mind and feel an obligation to participate fully and positively in all learning experiences. Professionals accept responsibility for their actions and accountability for the consequences of those actions, even if the consequence is a lower grade due to poor use of class or study time.

Weekly Activities - 16 @ 20 points each = 320 points | Method of Evaluation - Complete details are provided in Content

Description- Each week you will have a graded activity that aligns with our readings and discussions.

Discussion Questions - 15 @ 20 points each = 300 points | Method of Evaluation - Rubric

Description- There will be weekly Discussion Questions. For each Discussion, an initial discussion post is to be submitted, as well as, 2 or more responses to classmates. All discussions are to be based on accurate knowledge and application of concepts and information contained in the readings or other resources. You will always be required to support your answers, provide specifics and show your thinking, as well as, include citations. All work must be original and represent the thinking and understanding of the student author. Sources must be credited for the ideas, content and quotations used in the development of the assignment. Responses are a time to discuss, expand, enhance, question, apply - rather than evaluate- the contributions of others. Whether you agree or disagree, like or do not like is not the point; your thought process is what is important and what should be shared. When you respond, be sure to discuss enough that we can really understand what you mean and what data you based your reasoning upon. This also means using and referring to the textbook, as well as, your experience. There will be a 300 word count.

Chapter Group Presentation - 20 points | Method of Evaluation - Complete details are provided in Content

Description - Groups will be assigned a chapter to present in class.

Field Experience and Forms | Method of Evaluation - Complete details are provided in Content

Description - Successful completion of field experience, 15 hours and proper forms turned in. Complete details are provided in Content.

Article Responses - 2 @ 20 points each = 40 points total | Method of Evaluation - Complete details are provided in Content

Description - Read and summarize two articles from an educational journal published by a professional organization. Article topics will be assigned by instructor. Example of journals include Phi Delta Kappan Educational Leadership, Social Studies and the Young Learner, Instructional Science, The Record, and School and Community. Complete details are provided in Content.

Field Experience Journal - 100 Points Total | Method of Evaluation - Complete details are provided in Content

Description -This is a virtual hybrid course which will meet weekly through Blackboard Collaborate (virtually) and online instruction through D2L using various resources, discussion and homework. The instructor will email instructions on how to access Blackboard Collaborate the week prior to the start of class. The student will complete a daily journal of observation/activities and reflection. This journal should include how the student spends his/her time in the classroom/school each day. For example, on the first day of any placement, the student would note the classroom arrangement, organization of materials and supplies, evidence of routines, differentiated instruction, groupings, engagement of students, etc. As the student becomes more familiar with the assigned classroom, he/she may include specific observations of students and the effectiveness of strategies and interventions used. Additionally, the student should reflect on the various observations for the day; for example, effectiveness of instructional strategies, classroom management, etc.

The heading of each daily entry should include the day, date, and time of each observation. Example: Monday, June 17, 2013, 11 am. to 2 pm. There should be two parts to each daily entry labeled as follows: Observation/Activities and Reflection:

Guidelines for completing and turning in the observation log:

1. Type the observation log using only complete sentences.
2. Include a cover page containing your name, the date, the school assignment; the town; the cooperating teacher's name and classroom assignment.
3. Include a table of contents; including the day, date and time of each observation and total time served that day.

4. It should be free of any spelling, grammar, punctuation, and typographical/proofreading errors.
5. The Observation and Reflection entries should be double spaced.

Synthesis Paper: Decision to Teach - 200 Points Total | Method of Evaluation -Rubric

Description -Student's will write a paper concerning their decision to become a teacher or not to become a teacher based on rubric. Complete details are provided in Content.

MoGEA Assignment Description -

Description - Missouri General Education Assessment

As a requirement of Columbia College's Teacher Certification Program, students who do not possess a bachelor's degree need to pass the MoGEA, an exam over general knowledge. As part of this course, you should take the MoGEA so that you're able to apply to the Teacher Certification Program during EDUC 300.

See the following link for more information on registering for the MoGEA: <https://dese.mo.gov/educator-quality/missouri-general-education-assessment-mogea>

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: Introduction

Weekly Activity - "All About Me" Introduction

Activities:

- Introduction
- Virtual Hybrid Training
- Weekly Activity - "All About Me"
- Syllabus
- Field Experience
- Requirements
- Forms

Reading: *Call to Teach*- Chapter 1

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 2: So You Want to Be a Teacher?

Weekly Activity - Autobiography

Activities:

- Weekly Activity - Autobiography
- Discuss Chapter Group Presentations
- Group Sign Ups
- Field Experience
- Turn in Forms
- Field Experience Placements

Reading:

- *Call to Teach*- Chapter 1 continued
- *Observation Skills for Effective Teaching*- Chapter 1

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 3: Teaching in a Multicultural Society

Weekly Activity - Teacher Story

Activities:

- Weekly Activity - Teacher Story

Reading:

- *Call to Teach* - Chapter 2
- *Observation Skills for Effective Teachers* - Chapter 5

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 4: Understanding Student Differences

Weekly Activity - Metaphor and Picture of Self Teaching

Activities:

- Weekly Activity - Metaphor and Picture of Self Teaching
- Work on Group Presentations

Reading:

- *Call to Teach* - Chapter 3
- *Observation Skills for Effective Teachers* - Chapter 8

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 5: School Governance, Organization, and Finance

Weekly Activity - Teacher Interview

Activities:

- Weekly Activity - Teacher Interview
- Group 1 Presentation

Reading:

- *Call to Teach* - Chapter 4
- *Observation Skills for Effective Teachers* - Chapter 3

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 6: Philosophy of Education

Weekly Activity - Discuss Article Response #1

Activities:

- Weekly Activity - Discuss Article Response #1
- Group 2 Presentation

Reading: *Call to Teach* - Chapter 5

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 7: History of US Education System

Weekly Activity - Road to Certification

Activities:

- Weekly Activity - Road to Certification
- Group 3 Presentation

Reading:

- *Call to Teach* - Chapter 6
- *Observation Skills for Effective Teachers* - Chapter 2

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 8: Reforming the US Education System

Weekly Activity - Missouri Learning Standards; Missouri Teaching Standards

Activities:

- Weekly Activity - Missouri Learning Standards; Missouri Teaching Standards
- Group 4 Presentation

Reading: *Call to Teach* - Chapter 7

Assignments:

- Professional Disposition
- Discussion Question

Article Response #1

Discussion Question

Week 9: Ethical and Legal Issues in Education

Weekly Activity - Reading Response

Activities:

- Weekly Activity - Reading Response
- Group 5 Presentation

Reading:

- *Call to Teach* - Chapter 8
- *Observation Skills for Effective Teaching* - Chapter 4

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Group Chapter Presentation

Group 1 will present week 5

Group 2 will present week 6

Group 3 will present week 7

Group 4 will present week 8

Group 5 will present week 9

Week 10: Assessing Student Learning

Weekly Activity - Discuss Article Response #2

Activities:

- Weekly Activity - Discuss Article Response #2

Reading:

- *Call to Teach* - Chapter 9
- *Observation Skills for Effective Teaching* - Chapter 11

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 11: The Practice of Teaching

Weekly Activity - Classroom Design

Activities:

- Weekly Activity - Classroom Design

Reading:

- *Call to Teach* - Chapter 10
- *Observation Skills for Effective Teaching* - Chapter 6

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 12: Technology and Education

Weekly Activity - Reading Response Activity

Activities:

- Weekly Activity - Missouri Teaching Standards; Missouri Learning Standards

Reading: *Call to Teach* - Chapter 11

Assignments:

- Professional Disposition
- Discussion Question

Discussion Question

Week 13: Preparing for the Real World of Teaching

Weekly Activity - Lesson Plan

Activities:

- Weekly Activity - Lesson Plan

Reading:

- *Call to Teach* - Chapter 12
- *Observation Skills for Effective Teaching* - Chapter 9

Assignments:

- Professional Disposition
- Discussion Question
- Article Response #2

Article Response #2

Discussion Question

Week 14: Next Steps with Teacher Certification

Weekly Activity - Case Study: What Would You Do?

Activities:

- Weekly Activity - Case Study - What Would You Do?

Reading: *Call to Teach* - Chapter 13

Assignments:

- Professional Disposition
- Discussion Question
- Synthesis Paper

Synthesis Paper

Discussion Question

Week 15: Field Experience Recap

Weekly Activity - Share Field Experience Journal

Activities:

- Weekly Activity - Share Field Experience Journal

Reading: None

Assignments:

- Professional Disposition
- Discussion Question
- Field Experience Journal

Field Experience Journal

Discussion Question

Week 16: Course Wrap Up

Weekly Activity - Share Synthesis Paper: Decision to Teach

Activities:

- Weekly Activity - Share Synthesis Paper: Decision to Teach
- Wrap up

Assignment:

- Professional Disposition

Professional disposition throughout the course

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

Attendance

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled. Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, an instructor may withdraw a student from the course with a grade of "F" or "W" at the discretion of the instructor. For additional information, see the [Columbia College policy on Student Attendance](#).

Academic Integrity

Columbia College students must fulfill their academic obligations through honest, independent effort. Dishonesty is considered a serious offense subject to strong disciplinary actions. Activities which constitute academic dishonesty include plagiarism, unauthorized joint effort on exams or assignments, falsification of forms or records, providing false or misleading information, or aiding another in an act of academic dishonesty. For more information, see the [Columbia College Academic Integrity Policy and Procedures](#).

Class Conduct and Personal Conduct

Students must conduct themselves so others will not be distracted from the pursuit of learning. Students may be disciplined for any conduct which constitutes a hazard to the health, safety, or well-being of members of the College community or which is deemed detrimental to the College's interests. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. For more information, see the [Columbia College Student Code of Conduct](#) and [Student Behavioral Misconduct Policy and Procedures](#).

Cancelled Class Make-Up

Classes cancelled because of inclement weather or other reasons must be rescheduled. For more information, see the [Columbia College Inclement Weather Policy](#).

Make-Up Examinations

Make-up examinations may be authorized for students who miss regularly scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Adding, Dropping, or Withdrawing from a Course

Students may add a course through Wednesday of the first week of the session and drop a course without academic or financial liability through close of business on Monday of the second week of the session. Once enrolled, a student is considered a member of that class until he or she officially drops or withdraws in accordance with College policy. An official drop/withdrawal takes place only when a student has submitted a Drop/Add/Withdrawal form. A failure to attend class, or advising a fellow student, staff or adjunct faculty member of an intent to withdraw from a class does not constitute official drop/withdrawal. The drop/add/withdrawal periods begin the same day/date the session starts, not the first day a particular class begins. If a student stops attending a class but does not submit the required Drop/Withdrawal form a grade of "F" will be awarded. For more information, see the [Columbia College Registration Policy and Procedures](#).

Withdrawal Excused

A student may request an excused withdrawal (WE) under extraordinary circumstances by submitting a Drop/Withdrawal form accompanied by a complete explanation of the circumstances and supporting documentation to the location director. The WE request must include all classes in which the student is currently enrolled. The Vice President for Adult Higher Education is the approving authority for all WE requests. A student who receives approval of their WE request may still be required to return some or all of the federal financial assistance received for the session. For more information, see the [Columbia College Withdrawal Policy](#).

Incomplete

A student may request that the instructor award a grade of "I" due to extraordinary circumstances (unforeseen or unexpected circumstances beyond the student's control) that prevent a student from completing the requirements of a course by the end of a session. An "I" will not be given because a student is failing, negligent or not meeting requirements. If the instructor believes an "I" is appropriate, the instructor will specify the work needed to complete the course and the time allowed to complete the work. Work missed must be made up within two subsequent sessions unless the instructor specifies an earlier date. Extensions beyond two sessions must be approved by the Vice President for Adult Higher Education. If the work is completed during the specified time period, the instructor will change the "I" to the grade earned. If the work is not completed during the specified time, the instructor may allow the incomplete to remain on the student's permanent record or change it to any other letter grade. For more information, see the [Columbia College Undergraduate Grading Policy](#).

Grade Appeal

A student may appeal any grade given if it is believed to be in error or in conflict with Columbia College policy and procedures. The student must state in writing to the location director why the grade awarded is believed to be in error and request a desired remedy. The faculty member who awarded the grade will be given the opportunity to comment on all student allegations. If the issue cannot be resolved at the location the appeal will be transmitted through the location director to the Vice President for Adult Higher Education. A grade appeal must be received for review by the Vice President for Adult Higher Education prior to the end of 60 days from the date the grade was awarded. For more information, see the [Columbia College Undergraduate Grading Policy](#).

Prerequisites

Course prerequisites are established to ensure that a student has adequate academic preparation to succeed in a particular course. Staff members will attempt to ensure that students meet prerequisite requirements. However, it is the

student's responsibility to closely examine the course descriptions to determine if prerequisites exist and to enroll in courses in the proper sequence. In some exceptional cases it may be apparent that the student possesses the required skills and knowledge to succeed in a particular course, even though they have not taken the prerequisite course. In this case the prerequisite course may be waived by the location director. Waiver of a course as a prerequisite does not remove the requirement to complete the course if it is a requirement for the student's degree program.

CougarTrack

The College provides all students access to CougarMail (the official means of e-mail communication for the College), online resources from the [Stafford Library](#), and their Columbia College records (transcripts, grades, student schedules, etc.) through CougarTrack.

CougarMail

The official student email address (also known as CougarMail) will be used for all official correspondence from faculty and staff. Students are responsible for the information received and are required to monitor their CougarMail account on a regular basis. Students may forward their CougarMail to another email account but will be held responsible for the information sent over CougarMail, even if there is a problem with the alternate mail service.

Cell Phones

Cell phones can be a distraction to the learning process. Location directors or course instructors may require that cell phones be turned off or set to vibrate during class periods. Students requiring special arrangements to receive a cell phone call during class should make prior arrangements with their location director or course instructor.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. For more information, see the [Columbia College Family Education Rights and Privacy Policy](#).

Student Accessibility Resources

Students with documented disabilities who may need academic services for this course are required to register with the office of Student Accessibility Resources. Until the student has been cleared through this office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus as soon as possible. The structure or the content of the course may make an accommodation not feasible. Student Accessibility Resources is located in Student Affairs in AHSC 215 and can be reached by phone at (573) 875-7626. For more information, see the [Columbia College ADA and Section 504 Policy for Students](#).

Alcohol and Other Drugs: Columbia College Policies & Resources

Columbia College recognizes the negative health effects associated with the use, possession, and distribution of controlled and/or illicit substances, and their detrimental impact on the quality of the educational environment. Therefore, all members of the College community share in the responsibility of protecting the campus environment by exemplifying high standards of professional and personal conduct. For more information and resources, see the [Columbia College Alcohol and Other Drugs Policy](#).

Tobacco-Free Policy

Columbia College values and is concerned for the health and well-being of its students, employees and visitors. The College is committed to providing a healthful and productive educational and employment environment for members of the College community. Consistent with this commitment and in the interest of the general health and welfare of the College community, the College prohibits the use of all tobacco products and related devices on all College property and premises. For more information, see the [Columbia College Tobacco-Free Policy](#).

Non-Discrimination

Discrimination, harassment, and retaliation on the basis of protected status (see [Notice of Non-Discrimination and Equal Opportunity](#) for a definition of "protected status") are strictly prohibited. Persons who engage in such conduct are subject to discipline up to and including termination or dismissal. For more information, see the [Columbia College Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Columbia College Policy Library

The policies set forth in the Online Policy Library are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. The Online Policy Library is currently under construction with new policies being added on a frequent basis and the policies currently listed are not comprehensive of every College policy. Questions regarding the Online Policy Library should be directed to the [Office of the General Counsel](#). For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

