

EDUC 230: *Educational Psychology

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL1/EDUC/230/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Wednesday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

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Course Information

Catalog Description

The study of psychological principles in educational environments. Emphasis is on the scientific approach to teaching and learning. Students learn to plan, deliver, evaluate and report instructional outcomes. Cross-listed as PSYC 230.

Prerequisite: PSYC 101.

Additional Notes

This course provides you an introduction to concepts, theories, and research in educational psychology. The topics covered include cognitive development, learning theories, instructional approaches, motivation, assessment, and individual differences. It focuses on the effective application of psychological concepts and principles in the learning and instructional processes and the development of teaching methods, with application to the classroom, counseling, social work, and other learning environments. A cross-cultural lens will be used to help you uncover the cultural nature of development and the implications of these perspectives for supporting the development of individuals across multiple domains: physical; cognitive; and psychosocial. Examination of diverse viewpoints, theories, and methods of inquiry provide an avenue for you to develop skills in critical thinking and analysis and to develop your own personal theory of learning. This course focuses on the effective application of psychological concepts and principles in the learning and instructional processes and the development of teaching methods with application to the classroom, counseling, social work and other learning environments.

Textbooks

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

 Ormrod. (2017). *Educational Psychology* (9th). Pearson. 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 class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **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 [TuitionSM](#) 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. Knows and identifies child/adolescent developmental stages and can apply them to students.
2. Applies knowledge of learning theory in all aspects of instructional design.
3. Recognizes diversity and the impact it has on education.
4. Is able to plan lessons and learning activities to address a student's prior experiences, multiple intelligences, strengths and needs in order to positively impact learning.
5. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community.
6. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.
7. Knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives.
8. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.
9. 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.
10. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
11. 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.
12. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques.
13. Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student communications.
14. Has knowledge of the development, use, and analysis of formal and informal assessments.
15. Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning.

16. Uses analysis of data to determine the effect of class instruction on individual and whole class learning.
17. Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.
18. Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.
19. Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.
20. Recognizes the importance of developing relationships and cooperative partnerships with students, families, and community members to support students' learning and well-being.

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
What Have I Learned Papers?	160	16%
Beliefs About Knowledge and Learning Paper	100	10%
Personal Learning Theory Paper	100	10%
Quizzes/Exams	350	35%
Weekly Online Post Discussions	240	24%
Create your Classroom	50	5%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Introduction Discussion	--	Wednesday 11:59 PM
Discussion 1	15	Friday 11:59 PM
Discussion 2	15	Friday 11:59 PM
What I have Learned Week 1	20	Sunday 11:59

Week 2

Assignment	Points	Due
Discussion 3	15	Friday 11:59 PM
Discussion 4	15	Friday 11:59 PM
What I have Learned 2	20	Sunday 11:59 PM
Quiz 1	75	Sunday 11:59 PM

Week 3

Assignment	Points	Due
Discussion 5	15	Friday 11:59
Discussion 6	15	Friday 11:59 PM
What I have Learned 3	20	Sunday 11:59PM

Assignment	Points	Due
Reflection on Knowledge and Learning Paper	20	Sunday 11:59 PM
Week 4		
Assignment	Points	Due
Discussion 7	15	Friday 11:59 PM
Discussion 8	15	Friday 11:59 PM
What I have Learned 4	20	Sunday 11:59 PM
Midterm	100	Sunday 11:59 PM
Week 5		
Assignment	Points	Due
Discussion 9	15	Friday 11:59 PM
Discussion 10	15	Friday 11:59 PM
What I have learned 5	20	Sunday 11:59 PM
Week 6		
Assignment	Points	Due
Discussion 11	15	Friday 11:59 PM
Discussion 12	15	Friday 11:59 PM
What I have Learned 6	20	Sunday 11:59 PM
Quiz 2	75	Sunday 11:59 PM
Week 7		
Assignment	Points	Due
Discussion 13	15	Friday 11:59 PM
Discussion 14	15	Friday 11:59 PM
Personal Theory Learning Paper	100	Sunday 11:59 PM
What I have Learned 7	20	Sunday 11:59 PM
Week 8		
Assignment	Points	Due
Discussion 15	15	Friday 11:59 PM
Discussion 16	15	Friday 11:59 PM
Final	100	Sunday 11:59
Create your Classroom	50	Sunday
What I have learned 8	20	Sunday 11:59 PM
Total Points: 1000		

Assignment Overview

Assignments

Weekly Online Post Discussions:

There will be non-graded Introduction Discussion in Week 1, due on Thursday by 11: 59 p.m. CT. There will also be 2 discussion prompts each week for a total of 16 original posts. Each week the discussion is worth up to 15 points. All the initial discussion posts are due by Friday (at 11:59 p.m. CT) and responses to classmates' postings by Sunday (at 11:59 p.m. CT). Each discussion prompt focuses upon a key element or elements in the readings. Original thought processes are expected, combined with learned knowledge (connect your learning to previous knowledge that you have gleaned through other courses and life). You are encouraged to think, integrate new knowledge with old, and share your thoughts with the class through the discussion area. Your response should provide added value, provide a response that indicates you read the student's post and can offer a substantial comment. The more we share our ideas and thoughts with each other, the more fun and interesting the course will be. To earn full points for each discussion, provide a thoughtful initial post that clearly, intelligently responds to the prompt with

evidence of text, media, and website review. Posts should be 8-10 sentences in length. Respond to a minimum of three classmates' initial posts (When class size is less than 10, the requirement is 2).

What have I learned Papers (Dropbox Assignments) (20 points each)

You will have eight (8) Dropbox Assignments in the course worth 20 points each, due on Sundays (by 11:59 p.m. CT) each week. Each Dropbox Assignment prompt focuses on key elements in the readings. They are designed to help you learn, think about, and link new knowledge to your existing understanding of how we learn. Papers can be completed using your text. No outside resources are needed.

Your weekly Dropbox assignments are in the form of 2-3 page essays. Each paper should be only 300-350 words, double-spaced. Keep a close eye on that length! If you are under 300 words your grade will be reduced accordingly (e.g., 270 words is 90% of 300, so your score would be 9/10). Please be mindful of exceeding 350 words as well. That, too, can result in a loss of points. An excellent paper has the following elements: Content and Development: Content responds to the prompt. It is comprehensive and accurate. There are specific details and examples to support your major points. These papers must be submitted to the online in Discussions.

Organization & Structure: The organization of the paper is clear and easy to follow. An introduction and conclusion paragraph is included. Paragraphs are logical and transitions are used to maintain the flow of thought throughout the paper.

Format : Use one inch margins, double-spaced text, 12 point font. Heading in corner includes Name, Date, and Activity. APA format is required for citations when you quote from the text: (Ormrod, 2017).

Grammar, Punctuation, & Spelling: Follow standards rules of sentence structure, punctuation, and spelling.

Beliefs About Knowledge and Learning Paper (100 pts)

You will consider what you currently believe about knowledge and learning. Write a response to the following questions:

1. What is your definition of learning? Your definition should be just one or two succinct sentences.
2. How do you know when something has been learned? Describe two examples to support your stance.
3. Is mastery required in order to say that something has been learned? Describe two examples to support your stance.

Your paper should be written according to the APA Publication Manual. You may simply type the question, type your response, and then type the next question and response. Be sure to give this significant thought, though. This means you should have 450-600 words. Be prepared for me to challenge your arguments!

Personal Learning Theory Paper (100 pts)

This paper is your opportunity to seriously consider your own theory of learning. The papers in the preceding weeks are designed to prepare you to develop your theory and write this paper. Scoring guidelines are provided to help you be successful with this paper. A detailed description of this assignment is included below, and a template can be found in the Content section of the D2L course site.

You **MUST** use the template when you write this paper. Your paper should address the following questions:

1. What is your definition of learning?
2. What is your definition of learning?
3. Who are the prominent theorists (or theories) most aligned with your theory?
4. According to your theory: * What is the process of learning? * How does learning occur? * What are the important outcomes of learning? * What personal experiences have you had as a student that support this theory?

You must support your arguments with evidence from things you've learned in class and beyond. Do not simply state what you believe and not say something about what has influenced that belief and/or where that belief has come from. Properly cite your sources when necessary. It is okay if your only source is your textbook. Just be sure you cite it! Refer to the rubric to be sure you are adequately covering and citing what you should. This is about your theory, so it is perfectly acceptable to use personal pronouns like "I" and "my." Your paper should be written according to the APA Publication Manual 6th Edition. There is also a handout that addresses some of the basics of correct APA format.

Create Your Classroom/Learning Environment (50 pts)

This assignment will require you to use your artistic skills as well as your writing skills in creating your dream classroom. This assignment correlates with week 8 discussion question. Please consider your layout with the following prompts in mind:

- Age/Grade Level
- Establishing effective procedures.
- Reaching all learners
- Seating/Alternatives
- Movement/Comfort/Safety
- Storage/Organization

The written portion of this assignment is explaining the above mentioned considerations within your layout and providing support

as to the layout of your classroom/learning environment. This paper does not require APA format.

Examinations

Quizzes (350 pts)

There will be four quizzes, including the final. The format of these quizzes will be discussed in class.

Quiz 1- 75 points

Midterm- 100 points

Quiz 2- 75 points

Final- 100 points

The exams are NOT proctored.

The midterm covers chapters 1-8. It will be available in the Quizzes area of the course on Monday (12:01 a.m. CT) of Week 4 and is due by Sunday (11:59 p.m. CT).

The final exam covers all readings for the course, Chapters 1-13 and 15- 16. It will be available on Monday (12:01 a.m. CT) of Week 8 and is due by Sunday (11:59 p.m. CT).

Read each question carefully before answering. There is an exam study guide in the content area. You will have 2 hours (120 minutes) to complete the exam in one sitting. Students who plan for more than one hour generally perform better on the exam. You may use your text, which will be helpful if you are familiar with the content. The course is designed to maximize your learning with some chapter content emphasized in the discussions, some in the weekly Dropbox activity, and/or in the exams. There is an exam study guide located in the Content Area that identifies the area of the chapters emphasized on the exam.

Course Outline

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

Week 1: General Principles of Human Development

Weekly Readings

Chapters 1-2

Introduction Discussion

Introduce yourself, acknowledging hobbies, interests, why you are interested in Educational Psychology, and your career goals.

Discussion 1

In the opening pages of your text, take Ormrod's Own Psychological Survey to identify your own beliefs about how people learn. Review the answers. What did you learn about your beliefs? Does this help you set any learning goals for this course?

Discussion 2

As you are learning more about educational psychology, what strategies or methods of studying and learning do you utilize in your own classes/studies? How do you know they are effective? What information should your teacher know about your learning style to assist you in maximizing learning outcomes?

What I have Learned Week 1

Bronfenbrenner outlines the role of the environment and culture in child development. Piaget and Vygotsky focus on cognitive development or the role of the brain in learning. Review the main components of each theory. Devote at least one full paragraph to the review of each of the three theories. Which theory/s best represent your understanding of how we learn and why? Describe experiences you had as a student or that you observe in a child today that contributes to your perspective. Be sure to include an introduction and conclusion paragraph in your paper. Your paper should be 3 pages in length.

Week 2: Diversity, Social, and Moral Development

Weekly Readings

Chapters 3-4

Discussion 3

Find an example of a moral dilemma in children's literature. Briefly retell the story. Explain the dilemma and then identify 3 or more questions you could ask students to guide them in moral decision-making. As you read others' examples, respond

with additional questions to ask the students. Open-ended questions are preferred over those that yield yes/no answers.

Discussion 4

What factors influence our moral and prosocial development? How much influence do social circle have in regards to education? (particularly at the teen years?) What kind of influence can an educator have on adjusting for these influences?

What I have Learned 2

Drawing on research findings presented in the textbook, identify at least four ways that students from diverse cultural backgrounds may have difficulty adjusting to a traditional classroom. Give specific examples and offer suggestions about how a teacher could support these students in each situation.

Quiz 1

Quiz 1

Covers Chapters 1-4

Week 3: Learning and Cognitive Processes

Weekly Readings

Chapters 5-6

Discussion 5

Attaching labels to students with disabilities (mental retardation, learning disability, etc.) has often been criticized for stigmatizing children unnecessarily. Despite this concern, educators continue to categorize and label students who have special needs. After reviewing the web resources, discuss reasons why categories of special needs continue to be used and share your opinion about this practice. Please note: there is not a right/wrong answer to this question.

Discussion 6

What does "leveling the playing field" mean? Why is this important in education?

What ideas do you have to "level the playing field" in your classroom?

What I have Learned 3

Imagine you are a classroom teacher. Select a grade level and subject you are teaching from preschool to adult education. Identify the standards you want students to know and be able to do. Using principles of cognitive psychology, describe how you will use these three instructional strategies to insure meaningful learning: elaboration, organization, and visual imagery. One of the strategies should also address the needs of the learning disabled students in your classroom. Be specific and concrete in the description of the lessons.

Beliefs About Knowledge and Learning Paper

You will consider what you currently believe about knowledge and learning.

Write a response to the following questions:

- What is your definition of learning? Your definition should be just one or two succinct sentences.
- How do you know when something has been learned? Describe two examples to support your stance.
- Is mastery required in order to say that something has been learned? Describe two examples to support your stance.

Your paper should be written according to the APA Publication Manual. You may simply type the question, type your response, and then type the next question and response. Be sure to give this significant thought, though. This means you should have 450-600 words. Be prepared for me to challenge your arguments!

Week 4: Knowledge Construction and Metacognition

Weekly Readings

Chapters 7-8

Discussion 7

Do you believe that intelligence is fixed or is malleable? Do you believe in a fixed mindset or a growth mindset? Use details from the readings to support your opinion. You may also provide an example from your personal experience or that of a friend or relative.

Discussion 8

"Whole Brain Learning" What do you imagine when you hear this term. After watching the videos, express what you thought of this type of cognitive engagement. What do you think about this type of teaching method? What did you take away from this method; what disadvantages/advantages do you see in this style of teaching?

Please watch the following videos:

<https://www.youtube.com/watch?v=JJw9mzCtWbk&t=12s>

<https://www.youtube.com/watch?v=dfS6aNdg0k4>

What I have Learned 4

Being the midway through class, express how you feel the class is progressing. Being a virtual classroom, describe the benefits, disadvantages, likes/dislikes, and even frustrations of this type of learning experience. Be honest.

K-12 classrooms are switching to online learning and virtual classrooms. What advantages/disadvantages do you foresee for this age/developmental stage in the learning process?

Midterm

The midterm is a non-proctored, open book exam. The time allotted is 2 hours (120 minutes). It covers Chapters 1-8.

Week 5: Behaviorist and Social Cognitive Views of Learning

Weekly Readings

Chapters 9-10

Discussion 9

Teachers often use a behavior management system when setting up a discipline system. If you were to set up a behavior management system, what factors would be most important and why? Answer thoroughly and give examples.

Discussion 10

Reinforcement vs Punishment. Which is more powerful? What are your thoughts on these terms?

I have also heard this: "A student shouldn't be rewarded for doing something that is expected"

What do you think people mean by this?

What I have learned 5

Compare and contrast behaviorism and social cognitive theories. In your own words discuss the main components of each theory in detail. Give an example of how each theory guides behavior management in the classroom or in parenting. Which theory most connects with your personal learning theory and why? Give specific examples to support your point of view.

Week 6: Motivation

Weekly Readings

Chapter 11

Discussion 11

Interview a classroom teacher on motivation. Discuss what you learned from the teacher. Why is it important for students to be motivated?

Discussion 12

What motivates you? What motivation keeps you on track in your classes, in your career, in your personal life; ANYTHING.

What is the driving force? How do you think this relates to students? How do you create motivation for someone who cannot see it in themselves?

What I have Learned 6

Develop an interview guide of approximately 10 questions on motivation (based upon information from the text). Review the chapter information on motivation before you develop your list of questions. Then interview a classroom teacher, using your questions. Submit your questions and the responses with an analysis of the teacher's approach to motivation. Include the name and phone number of the teacher you questioned.

Quiz 2

Covers Chapter 9-11.

Course Evaluation

Please evaluate the course. You will have an opportunity to evaluate the course near the end of the session. A link sent to your CougarMail will allow you to access the evaluation. Please note that these evaluations are provided so that I can improve the course, find out what students perceive to be its strengths and weaknesses, and in general assess the success of the course. Please do take the time to fill this out.

Week 7: Productive Learning Environments

Weekly Readings

Chapter 12-13

Discussion 13

Imagine that it's the first day of class, and you want to start off the school year on the right foot. Describe three different strategies that the textbook recommends for establishing a productive classroom, one in which students are working consistently toward achieving your instructional goals and objectives. Describe each of these strategies in a short paragraph, being specific and concrete as to what you might do. Be sure to read chapter 13 before you respond.

Discussion 14

Dealing with problematic behaviors in the classroom is something every teacher will have to tackle. Research a behavioral contract, how they work in the classroom, and benefits/disadvantages to using them.

Please share with the class any other types of interventions you are familiar with in addressing behaviors in the classroom.

Personal Theory Learning Paper

Consider your own theory of learning. Write a 5-6 page paper (at least 1200 words) that addresses these questions:

- What is your definition of learning?
- Who are the prominent theorists (or theories) most aligned with your theory?
- According to your theory:
- What is the process of learning?
- How does learning occur?
- What are the important outcomes of learning?
- What personal experiences have you had as a student that contribute to this theory?

You will find more details about the expectations for the assignment and a template for formatting your paper in the Content area of the course.

What I have Learned 7

When thinking about a productive learning environment, it is easy to see where a classroom is the first thought; however, how will you get families involved with learning? What constructive ways will you share with your students what is happening in your classroom? How about parents? Community members? What will communication look like to your student's caregivers?

Communication is the key in involvement. How do you plan to increase communication?

Week 8: Developing and Using Classroom Assessment

Weekly Reading

Chapters 15-16

Discussion 15

As a teacher you want your classroom assessment practices to help students learn classroom subject matter more effectively. Describe three strategies you can use to make your assessment instruments valuable learning tools for students.

Discussion 16

As you created your classroom this week, reflect on the following questions: What did you find the easiest to address? Which portions of it were more difficult? Does your classroom look like the ones from when you were in school? Why or why not.

Final

The final exam is non-proctored, open book exam. The time limit is 2 hours (120 minutes). It covers all assigned readings, chapters 1-13 and 15-16.

Create your Classroom

This assignment will require you to use your artistic skills as well as your writing skills in creating your dream classroom.

This assignment correlates with week 8 discussion question. Create/draw/sketch your perfect classroom. I have seen this done in many ways (crayons, colored pencils, dioramas, cardboard, construction paper, computer generated), and there is no wrong way, so be creative.

Please consider your layout with the following prompts in mind:

- Age/Grade Level
- Establishing effective procedures.
- Reaching all learners
- Seating/Alternatives
- Movement/Comfort/Safety

- Storage/Organization

The written portion of this assignment is explaining the above mentioned considerations within your layout and providing support as to the layout of your classroom/learning environment. This paper does not require APA format.

What I have learned 8

As the final week wraps up, share your thoughts on our last 8 weeks together. What stood out for you about educational psychology? Were you able to have any "Aha" moments that made you reflect on either something in your past or something you would change in the future?

Were there any concepts, ideas, or theories that challenged the status quo of your thoughts? Share with me what you have taken away from the eight week class.

+ 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

The policies set forth in the [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. 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](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the

detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

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, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

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.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.

