

COLL 133: Foundations: Becoming Educate

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/COLL/133/AEV
Semester Credit Hours:	3
Class Day(s) and Time(s):	Monday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

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Course Information

Catalog Description

The Foundations Seminar provides an intensive academic experience designed to help new students learn the strategies necessary for success in college. Through exposure to a variety of broad topics, students will develop skills ranging from critical thinking and inquiry to maintaining one's personal wellbeing. Students will also be introduced to digital literacy, and to the expectations of Columbia College and its faculty, including becoming familiar with the general education curriculum, degree requirements, and college catalog. All students with fewer than 24 credit hours post-high school are required to take this course in their first semester.

Textbooks

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

 Gediman. (2013). *This I Believe: Life Lessons*. Wiley. 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. Develop and apply academic skills such as critical thinking, inquiry, and analysis
2. Develop and apply appropriate academic strategies to coursework, including collegiate-level study skills
3. Demonstrate safe, ethical, legal, and responsible use of information and technology
4. Use technological applications to create original academic work
5. Develop a plan relevant to their academic and career goals
6. Develop and apply appropriate strategies to effectively manage time and priorities
7. Develop positive relationships with peers, faculty, and staff
8. Examine, develop, and apply strategies that promote personal wellbeing
9. Identify appropriate campus resources and engage in opportunities that contribute to learning and wellbeing within and beyond the classroom
10. Examine the history of Columbia College and consider one's place within the College

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
Online Learning Activity	160	16%

Quizzes	100	10%
Midterm	80	8%
Class Activities	180	18%
Dropbox Assignments	400	40%
Presentation	80	8%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Online Assignments	20	Thursday/Saturday
Dropbox 1: Syllabus and Course Scavenger Hunt	40	Saturday
Quiz 1: D2L and Online Safety	50	Saturday

Week 2

Assignment	Points	Due
Online Assignments	20	Thursday/Saturday
This I Believe Activity	30	Monday
Dropbox 2: Hopes, Dreams and Fears Paper	40	Saturday
Quiz 2: Plagiarism	50	Saturday

Week 3

Assignment	Points	Due
Online Assignments	20	Thursday/Saturday
This I Believe Part 2 Activity	30	Monday
Dropbox 3: Email Your Professor	20	Saturday
Dropbox 4: Using MS Word to Edit a Paper	20	Saturday

Week 4

Assignment	Points	Due
Online Assignments	20	Thursday/Saturday
Time Management Activity	30	Monday
Midterm	80	Monday
Dropbox 5: Using Google Apps: Calendar and Docs	40	Saturday

Week 5

Assignment	Points	Due
Online Assignments	20	Thursday/Saturday
Dropbox 6: My Study Skills Paper	60	Saturday
Dropbox 7: Using MS Excel to Create a Budget	30	Saturday

Week 6

Assignment	Points	Due
Online Assignments	20	Thursday/Saturday
Recognizing Good (and Bad) Sources of Information Activity	30	Monday
Dropbox 8: Degree Completion Plan	50	Saturday

Week 7

Assignment	Points	Due
Online Assignments	20	Thursday/Saturday
Class Activity: Guest Speaker Summary	30	Monday
Dropbox 9: "This I Believe" Statement	100	Saturday
Week 8		
Assignment	Points	Due
Online Assignments	20	Thursday/Saturday
Class Activity	30	Monday
Presentation	80	Monday
Total Points: 1000		

Assignment Overview

Online Component Summary and Expectations

- The goal is to encourage students to explore particular aspects of course material in greater depth.
- Initial posts responding to discussion prompts should be a minimum of 200 words.
- Any references must be in a consistent style format of the student's choice (MLA, APA, etc.).
- A minimum of two responses to peers or the instructor required.
- Responses must go beyond simple reactions, and be approximately 8-10 sentences or 100 words.
- Each discussion is worth 20 points (15 for the initial post and 5 points for the responses)

Assignments

Discussions:

Each week you will actively participate in a discussion. You are encouraged to explore particular aspects of course material in great depth, integrate your personal observations and knowledge in an accurate and insightful way to support your post, and include word choices and sentence structures that are suitable for college-level discussions.

Your responses to others' posts should also be well developed, fully explaining your response to the classmates' posts. Make responses that add to the conversation and take it further; simply posting "I agree" or "good job" does not help develop ideas. Each week's discussion topics will be open from Monday to Saturday. Your initial post is due by 11:59 PM Central Time (CT) on Thursday and two responses to classmates due by 11:59 PM CT on Saturday. See the grading rubric in the course for more details on grading expectations. Week 8 discussion will be due by 11:59 Tuesday.

Late Policy: Late discussion posts will receive no credit.

Initial post, worth 15 points, is well developed, complete, and fully addresses the questions. Response posts, worth 2.5 points each, provide specific, constructive, and supportive feedback.

Dropbox Assignments:

There will be 1 or 2 Dropbox Assignments to complete each week during the course for a total of 10 Dropbox assignments. Specific requirements for each Dropbox Assignment can be found in the Content area. Dropbox assignments are due by 11:59 CT on Saturday of every week.

Late Policy: With instructor approval, Dropbox assignments may be accepted up to one week after the due date with a 10% per day late penalty.

Class Activities:

Class activities will include various experiences, a campus tour and library tour along with speakers from various campus resources such as Technology Services, Career Services, Personal Safety, the Writing Center and Advising. Students will learn and use eText features and share those features with the class and other in-class activities as assigned by the instructor.

Students will be evaluated on the completion of these in-class activities and following the guidelines given in class.

Late policy: Students absent from class will not be able to makeup these activities. Plan to attend class every night we meet.

Quizzes:

There will be 2 quizzes in the course. Questions will be a combination of multiple choice and true/false and will be taken in class.

Late policy: Late quizzes will not be accepted unless prior approval is received from the instructor.

Midterm:

The midterm will be given in class week 4. It will include short answer and essay questions.

Late policy: Late midterms will not be accepted unless prior approval is received from the instructor.

This I Believe Presentation:

You will create a presentation using presentation software of your choice based on your Dropbox 9 "This I Believe" submission from week 7. Model your presentation after the different essays in our eText, This I Believe. Include interesting illustrations and videos.

REQUIREMENTS Your presentation must: Contain an identifiable introduction Contain an identifiable body Contain an identifiable conclusion Be at least 3 minutes long but no longer than 5 minutes. Students will be evaluated on their ability to meet the stated requirements. Creativity and enthusiasm are helpful elements for success with this requirement.

Late policy: Late presentations will not be accepted unless prior approval is received from the instructor.

Course Outline

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

Week 1: Becoming an Educated Person

Online Assignments

Readings:

Online Lectures:

- What does it mean to be an "educated person"?
- Introduction to D2L
- Introduction to eTexts
- Online Safety—Being Safe and Professional Online
- Plagiarism and Academic Integrity

Discussion 1

Initial Post: After reading the lecture on what it means to be an "educated person," consider what that means to you personally. Consider such questions as:

- How might you have defined an "educated person" prior to reading the lecture?
- Did your perspective change?
- What do you believe to be the value of a college education, both in general and to you personally?

Response Posts: In responding to your classmates, consider how they describe the value of education, or what their personal definition of "educated person" entails. React to what they wrote. Consider your own view or the view of an authority (an article online, the experience of an educator, etc.). Do you agree or not? What is similar or different?

Readings

Online Lectures:

- What does it mean to be an "educated person"?
- Introduction to D2L
- Introduction to eTexts
- Online Safety
- Plagiarism

Dropbox 1: Syllabus and Course Scavenger Hunt

In Columbia College's courses, there are multiple places where you can find the information you need to be successful in the course. It is important for you to know where each of those places are, so you can track down accurate information

when you need it.

For this assignment you will need to download the Syllabus and Course Site Review document in the Content area, respond to the following questions, and submit your completed document to the dropbox. Happy hunting!

Quiz 1: D2L and Online Safety

Quiz 1 covers material discussed in the Introduction to D2L and Online Safety lectures.

You can take this quiz multiple times before the close date. Your highest score will be recorded.

Week 2: Why College?

Online Assignments

Readings:

Online Lectures:

- The purpose of *This I Believe*
- Performance vs. learning goals
- Goal setting
- How to be convincing
- Using MS Word for writing papers Part 1

This I Believe:

- From the Introduction through “Deciding to Live”

Discussion 2

Initial Post: Why have you decided to attend college? Using the information in the “Goal Setting” lecture found in the Content area, create a SMART goal related to your college education. Keep your focus on your education as a whole as opposed to any one particular class.

Response Posts: In responding to your classmates, consider the similarities and/or differences between your goal and theirs. Do you and a classmate share a similar approach to achieving your goal, or a similar goal but a different approach?

Readings

Online Lectures:

- The purpose of This I Believe
- Performance vs. learning goals
- Goal setting
- How to be convincing
- Using MS Word for writing papers Part I

This I Believe:

- From the Introduction through “Deciding to Live”

This I Believe Activity

Later in this course you will write your own This I Believe essay. To begin thinking through that process, consider a simple belief you hold. “Simple” beliefs reflect personal preferences with regard to everyday things, as opposed to how any of us feels about “hot button” topics like religion or politics. An example of a simple belief would be, “McDonald’s french fries are the best” or “Cats are better pets than dogs.” Save hot button topics for your This I Believe essay, should you desire to discuss them.

State your belief in a single, clear sentence. Then, using the information provided in the “How to be Convincing” lecture in the Content area, provide three convincing reasons for that belief.

We will share our beliefs in class and discuss them. We will also think about ways to be more convincing.

Dropbox 2: Hopes, Dreams and Fears Paper

For this informal paper, share your hopes, dreams, and fears for college. Bear in mind that this is NOT a research paper. Instead, reflect on and discuss your personal thoughts, feelings, questions, concerns, goals, and so on as they relate to starting and attending college. You can use “I” statements and contractions, following a more informal style.

The Hopes, Fears, and Dreams Paper should be 350-500 words in length, and must be double-spaced and have 1-inch margins. Your paper should use Times New Roman, 12-point font. The paper will be graded according to the Hopes, Fears, and Dreams Paper Rubric available in the Content area of the course.

Quiz 2: Plagiarism

Quiz 2 is meant to be both a learning tool and a test of your knowledge and understanding of what constitutes plagiarism. You can take this quiz multiple times before the due date. Your highest score will be recorded.

Week 3: The "Good Student"

Online Assignments

Readings:

Online Lectures:

- Mindset and Performance and Learning Goals
- Professor's perspective on how to be a good online student
- Study skills

This I Believe:

- From "Walking in the Light" to "A Lesson I Hold Dear"

Discussion 3

Initial Post: Using the information in the lectures, discuss three habits or behaviors you think every "good" student should have. At least one of these habits must relate directly to students taking online classes.

Response Posts: In your responses to classmates, consider whether or not you agree with the habits/behaviors they chose. Are they new to you? Do you think they might be helpful?

Readings

Online Lectures:

- Mindset
- Professor's perspective
- Study skills

This I Believe:

- From "Walking in the Light" to "A Lesson I Hold Dear"

This I Believe Part 2 Activity

You will choose one essay from the past two week's readings in This I Believe that you either could or could not relate to personally. It may be an essay that tells of a belief you share with the author but for different reasons, or a belief you disagree with based on your own experiences or personality, or a belief and accompanying story that is quite similar to something you yourself have experienced. Whatever the reason you chose it, explain why you could or could not relate to that essay.

We will discuss the essays and your thoughts in class.

Dropbox 3: Email Your Professor

Imagine that you have received a grade on an assignment and you are confused. Perhaps the feedback is missing or unclear, or you believe the grade is unfair. Keeping in mind the information provided in the Professor's Perspective lecture, craft an email to your professor in which you describe your concern and request assistance.

The email you write should be 50-75 words in length and formatted to look like an email. The email will be graded according to the Email Your Professor

Rubric available in the Content area of the course.

Dropbox 4: Using MS Word to Edit a Paper

Edit your Hopes, Dreams, and Fears paper by making changes found in the MS Word Editing Checklist, found in the Content area.

Then, upload the new version to the Dropbox. Details for this assignment can be found in the MS Word Editing Checklist in the Content area.

Week 4: Managing Your Time as a College Student

Online Assignments

Readings:

Online Lectures:

- Time management
- The "How" of time management
- Digital privacy, security, and data
- Google Apps

This I Believe:

- From "A Taste of Success" to "My Parents as Friends"

Discussion 4

Initial Post: To prepare for this post:

1. List all the things you need to do on an average, busy day. This should include *everything* you do: work, study, participating in your classes, driving to and from the various places you go, eating, exercising, sleeping, spending time with family or friends, and so on.
2. For each task on your list, list how many minutes or hours you need to complete that task effectively.
3. Add the times you have listed to determine the total number of hours you need per day to accomplish all your tasks.

For your post, share a summary of your listed tasks and the outcome of this exercise. Did the total time you need exceed 24 hours? What did this exercise tell you about your time management skills? What, if anything, do you need to do to improve them?

Response Posts: In your responses to classmates, consider what they might have missed in their list. Did their list open your eyes to one or more things you missed yourself?

Readings

Online Lectures: ·

- Time management ·
- Digital privacy, security, and data ·
- Google Apps

This I Believe: ·

- From "A Taste of Success" to "My Parents as Friends"

Time Management Activity

As we've discussed, being "educated" is more than just academics. An educated person has many skills, which extend beyond the specific content of their courses. How do you see time management skills fitting in to this notion of being an educated person? What role does good time management play in 1) the process of becoming educated, and 2) functioning and behaving as an educated person?

We will share our thoughts in class and create a list of time management skills as a resource for our class.

Midterm

Your midterm requires that you reflect on goal setting, performance vs. learning goals, and fixed vs. growth mindsets, as well as issues related to digital privacy and security.

You have two hours to complete your midterm.

Dropbox 5: Using Google Apps: Calendar and Docs

Using Google Calendar, create a schedule for one busy day of your week that includes everything you need to do, as well as a month calendar for the remaining four weeks of this course.

Then, create a document using Google Docs and describe generally how your daily schedule might change depending on the time of year. How might you anticipate changes ahead of time? This explanation should be between 100 and 200 words.

Details for this assignment can be found in Using Google Apps in the Content area. You must share your Google Calendar and your Google Doc with your instructor.

Week 5: General Education, Personal Financial Planning and Degree Planning

Online Assignments

Readings:

Online Lectures:

- Personal financial planning
- Using MS Excel
- Why a “General Education”?
- Navigating the Undergraduate Catalog and Course Schedule

This I Believe:

- From “A Good Neighborhood” to “Here Comes (the Real) Santa Claus”

Discussion 5

As we’ve discussed, being “educated” is more than just academics. An educated person has many skills, which extend beyond the specific content of their courses.

Initial Post: How do you see personal financial planning skills fitting in to this notion of being an educated person? What role does good personal financial planning play in 1) the process of becoming educated, and 2) functioning and behaving as an educated person?

Response Posts: Do you agree with your classmates’ description of personal financial planning in relation to being educated? Why or why not?

Readings

Online Lectures:

- Personal financial planning
- Using MS Excel
- Why a “General Education”?
- Navigating the Undergraduate Catalog and Course Schedule

This I Believe:

- From “A Good Neighborhood” to “Here Comes (the Real) Santa Claus”

Dropbox 6: My Study Skills Paper

For this informal paper, reflect on your progress in your courses thus far and analyze how well your study skills have been serving you. Do you believe the way you are studying is effective? In what ways has it been ineffective? As you look toward the future, what do you believe you need to do in order to be successful on your journey towards becoming an educated person?

The My Study Skills Paper should be 350-500 words in length and must be double-spaced, with 1-inch margins. You should use Times New Roman, 12-point font. You can use “I” statements and contractions, following a more informal style. The paper will be graded according to the My Study Skills Paper Rubric available in the Content area of the course.

Dropbox 7: Using MS Excel to Create a Budget

Using MS Excel, create a budget that includes all the requirements found on the MS Excel Budget Checklist document, found in the Content area. Then, upload the Excel spreadsheet to the Dropbox. Details for this assignment can be found in Create a Budget with Excel in the Content area.

Week 6: We are CC! Information Literacy, Your degree plan

Online Assignments

Readings:

Online Lectures:

- CC History
- Using CC’s library resources
- Evaluating Sources and recognizing fake news

This I Believe:

- Appendix “How to Write Your Own This I Believe Essay”

Discussion 6

Initial Post: Why did you choose Columbia College? Share your reason(s), and then reflect on what you learned about CC history. What surprised you or stood out to you?

Response Posts: In your responses, react to at least two other classmates. Some discussions in the online courses you will take do not prompt you to respond to a classmate in a specific way or with specific information. It is up to you to relate to and connect your knowledge and understanding of the material to what your classmates have posted.

Readings

Online Lectures: ·

- CC History ·
- Using CC's library resources ·
- Recognizing fake news

This I Believe: ·

- Appendix "How to Write Your Own This I Believe Essay"

Recognizing Good (and Bad) Sources of Information Activity

For this activity, you will be broken up into small groups and will be assigned a topic. Connect with your group and develop a list of 3 to 5 (or more) strong web sources (including the library) that provide research on that topic, and 3 to 5 (or more) weak web sources that show bias or are not appropriate for academic discussion. T

Work together to write a 2-3 paragraph explanation of your process for generating your lists (approximately 200 words). What makes one web source weak and another strong? What evidence from the sites helped you identify it as weak or strong?

Dropbox 8: Degree Completion Plan

Using information in the "Degree Audit and Self-Service" and "Navigating the Undergraduate Catalog and Course Schedule" lectures, and Excel spreadsheet in the Content area, create a plan for completing your degree. Details for this assignment can be found in the Degree Completion Plan Assignment in the Content area.

As part of this assignment, you might consider speaking with your advisor.

Week 7: Health, Wellness, Stress Management

Online Assignments

Readings:

Online Lectures:

- Health, wellness, and stress management
- Using MS PowerPoint

This I Believe:

- Appendix

Discussion 7

Initial Post: Create two SMART goals related to your health, wellness, and/or stress management and share them with the class. Then discuss the reasons you chose those specific goals and describe the various considerations you had as you developed them. For example, were your goals impacted by responsibilities to your work or to family?

Response Posts: In responding to your classmates, consider the similarities and/or differences between your goals and theirs. Do you and a classmate share a similar approach to achieving your goals, or a similar goal but a different approach?

Readings

Online Lectures: ·

- Health, wellness, and stress management ·
- Using MS PowerPoint

This I Believe: ·

- Appendix

Class Activity: Guest Speaker Summary

We had had a variety of guest speakers from Technology Services, the Library, Campus Safety, Advising, Career Services and the Writing Center. Write a brief paragraph highlighting what you learned from each presenter and how you might use the services they offer. Who was your favorite guest speaker? Why?

Dropbox 9: "This I Believe" Statement

Following the guidelines provided in the Appendix of This I Believe, write your own This I Believe statement.

Your This I Believe Paper should be a minimum of 350 but must not exceed 500 words in length, and must be double-spaced with 1-inch margins and written in Informal Style. You should use Times New Roman, 12-point font. The paper will be graded according to the This I Believe Paper Rubric available in the Content area of the course.

Week 8: What it Means to be Educated

Online Assignments

Readings:

Online Lectures:

- What it means to be educated - revisited

Discussion 8

Initial Post: Reflect on the content of this course and share at least two “take-aways.” These can include information or skills you have learned that will benefit you as a college student or as a person, goals you have developed for yourself as a result of this course, and so on.

Also consider whether your thoughts on what it means to be “educated” have changed. Why or why not?

Response Posts: Respond to at least two classmates, reacting and adding to what they’ve written.

Readings

Online Lectures:

- What it means to be educated - revisited

Class Activity

Our final class activity will be announced in class.

Presentation

Create a PowerPoint presentation that distills down your This I Believe Paper as if you were presenting the information to the class. Details for this assignment can be found in the This I Believe PowerPoint Presentation Assignment in the Content area. The presentation will be graded according to the This I Believe PowerPoint Presentation Rubric available the Content area.

+ 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.