

EDUC 358: Teaching Math In Elem School

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/EDUC/358/AEV
Semester Credit Hours:	3
Class Day(s) and Time(s):	Thursday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

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Course Information

Catalog Description

This course has as its focus the methods and materials for teaching elementary school mathematics. The purpose of the course is to help preservice teachers become confident in their ability to do mathematics so that they can do the same for their future students. Specific emphasis is given to trends and issues in mathematics education, including state and national recommendations. In addition, issues pertaining to lesson planning and implementation, assessment, integration of appropriate models, mathematics connections, and the use of technology will be explored. Includes field experience of 15 hours. Additional lab fee applicable to main campus day offerings.

Prerequisites: EDUC 300 or EDUC 505; and admission to the Teacher Certification Program.

Additional Notes

No class will be held on Thursday, November 28 due to the Thanksgiving Day holiday. A mandatory makeup class will occur on Friday, December 6 at the regular scheduled time.

Textbooks

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

 Van de Walle. (2019). *Elementary and Middle School Mathematics: Teaching Developmentally* (10th). 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. 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 content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. (1.2)
3. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
4. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
5. Applies knowledge of the theory of learning in all aspects instructional design. (2.3)
6. Recognizes diversity and the impact it has on education. (2.4)
7. Can plan learning activities to address students' prior experiences, learning styles, multiple intelligences, strengths, and needs in order to positively impact learning. (2.5)
8. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
9. 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)
10. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
11. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
12. 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. (4.1)
13. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
14. Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. (4.3)
15. 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)

16. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
17. 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)
18. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
19. Develops skills in using a variety of technology media communication tools. (6.4)
20. Has knowledge of the development, use, and analysis of formal and informal assessments. (7.1)
21. Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning, and uses analysis of the data to determine the effect of class instruction on individual and whole class learning. (7.4)
22. Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. (8.1)
23. 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. (8.2)
24. Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure. (8.3)
25. Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. (9.3)

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
Field Experience	90	9%
Children's Literature Lesson	100	10%
Technology Lesson	100	10%
MCTM Paper	80	8%
Quizzes	90	9%
Exams	300	30%
Discussions	160	16%
Participation	80	8%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Discussions - Week 1	20	End of Week 1
Quiz 1	15	End of Week 1
Participation	10	During Week 1 class

Week 2

Assignment	Points	Due

Assignment	Points	Due
Week 2		
Quiz 2	15	End of Week 2
Participation	10	During Week 2 class
Week 3		
Assignment	Points	Due
Discussions - Week 3	20	End of Week 3
Quiz 3	15	End of Week 3
Participation	10	During Week 3 class
Week 4		
Assignment	Points	Due
Technology Lesson	100	Week 4 class
Test - Midterm	150	Week 4 class
Discussions - Week 4	20	End of Week 4
Participation	10	during Week 4 class
Week 5		
Assignment	Points	Due
Discussions - Week 5	20	End of Week 5
Quiz 5	15	End of week 5
Participation	10	During Week 5 class
Week 6		
Assignment	Points	Due
Discussions - Week 6	20	End of Week 6
Quiz 6	15	End of Week 6
Participation	10	During Week 6 class
Week 7		
Assignment	Points	Due
Field Experience	90	Week 7 Class
Children's Literature and Math Lesson	100	Class of week 7
Quiz 7	15	End of Week 7
Discussions - Week 7	20	End of Week 7
Participation	10	During Week 7 class
Week 8		
Assignment	Points	Due
Test (Final)	150	Week 8 class
MCTM Paper	80	End of session
Discussions - Week 8	20	End of session
Participation	10	During Week 8 class
Total Points: 1000		

Assignment Overview

Assignments

Field Experience Assignments (90 points)

Students are expected to complete 15 hours of observation in an elementary classroom during a period when mathematics is being taught. As part of this observation, you will have specific tasks to complete. Each of these tasks is worth 15 points.

1. Form 6: Coding System - Type and Tally of Student-Teacher Interactions
2. Form 7: Observation Form for Examining Questions
3. Form 8.1: Checklist for Determining Teaching Style
4. Form 8.2: Checklist for Examining Teaching Practices Which Accommodate Diversity of Learning Styles
5. Form 15: Form for a Classroom Map
6. Form 17: Checklist to Determine Student Assessments in the Classroom

For each completed form, you will write a 2-3 paragraph reflection on what you learned.

The forms and reflections will be graded for completion.

All field experience assignments must be completed by the **week 7 class**. In addition to the items listed above, you will turn in your time card, disposition by cooperating teacher, disposition by instructor, and student evaluation.

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 expediently, 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 expediently, a failing grade for this course will be issued.

Children's Literature and Math Lesson (100 points)

You will design a 50-60 minute lesson that integrates children's literature with a mathematics concept(s). Each student should choose a different piece of children's literature, so; let me know your choice as soon as you make it. You will be required to reflect on your lesson and presentation, and make suggestions for improvement. You will need to present a shortened version of your lesson to your classmates (15 minutes or so). You will reflect on your lesson and presentation using CC reflection form.

You will present your lesson during the **week 7** class, the reflection must be completed by the week 8 class.

I will grade this lesson using the first part of the Lesson plan evaluation for FE Supervisor.

- lesson = 75 points
- reflection = 15 points
- presentation = 10 points

Technology Lesson (100 points)

You will design a 50-60 min lesson that integrates technology to enhance the teaching of a mathematics concept(s). The lesson plan must follow the CC lesson plan format. You may choose the concept and the type of technology. Some suggestions are calculators, online software or applets, LOGO, Geogebra, iPad apps or built-in applets for the Smart Board. You may not present the same lesson as another student in the class, so; let me know your choice as soon as you make it. You will need to present the highlights of lesson in class to your classmates and justify your choice of technology (15 minutes or so). You will reflect on your lesson and presentation using CC reflection form.

You will present your lesson during the **week 4** class, the reflection must be completed by the week 5 class.

I will grade this lesson using the first part of the Lesson plan evaluation for FE Supervisor.

- lesson = 75 points
- reflection = 15 points
- presentation = 10 points

MCTM Paper 80 points

Two articles from: Teaching Children Mathematics. You will write a 2-4 page paper that addresses the following:

1. The Math Practices: While reading the articles, look for the Mathematical Practices from the Common Core State Standards (CCSS). Explicitly describe instances or occurrences in these articles that you believe address one or all of these practice standards. Clearly explain why you think so.
2. The Math Content: While reading the articles, look for the mathematical content domains/standards from the CCSS. Explicitly describe instances or occurrences in the articles that you believe addresses one or all of these content domains. Clearly explain why you think so.
3. Your Perspective: Would you recommend these articles to other preservice teachers? Why or why not? What (if anything) did you learn? Describe the professional development opportunities that you feel were made available to you (and other preservice teachers) by reading these articles.

Note: This paper should contain a reference list, which includes information about the articles you read. Use APA style.

This paper will be graded based on inclusion of all aspects as described. Poor grammar, spelling or content may result in a deduction of points. You must follow APA style.

This paper is due by the **end of the session**

Online Discussions: (160 points)

You will be expected to participate in weekly discussions. Each week you will be given two discussion questions that you must answer and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Participation: (80 points)

You are expected to attend and participate in each class. You will be given various activities each week to earn your participation points. You must attend class to earn these points.

Examinations

Exams (300 points)

You will be expected to complete two exams each worth 150 points. The first will cover the material in the first four weeks of the course and the second the material covered in the second four weeks of class. The questions on the exams will relate to both the readings, discussions and activities for those weeks. (The first exam will be taken in **Week 4**, the second exam will be taken in **Week 8**)

Tests will be scored for accuracy of knowledge, application and evaluation.

Quizzes (90 points)

You will be expected to complete 6 quizzes each worth 15 points. The quizzes will cover the material in the course. The quizzes will be given during **Weeks 1, 2, 3, 5, 6, and 7**.

Quizzes will be scored for accuracy of knowledge, application and evaluation.

Course Outline

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

Week 1:

Discussions - Week 1

You will be expected to weekly discussions. Each week you will be given two discussion questions that you must answer and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Quiz 1

You will be expected to complete 6 quizzes each worth 15 points. The quizzes will cover the material in the course. The quizzes will be given during Weeks 1, 2, 3, 5, 6, and 7.

Quizzes will be scored for accuracy of knowledge, application and evaluation.

Participation

Week 2:

Discussions - Week 2

You will be expected to weekly discussions. Each week you will be given two discussion questions that you must answer and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Quiz 2

You will be expected to complete 6 quizzes each worth 15 points. The quizzes will cover the material in the course. The quizzes will be given during Weeks 1, 2, 3, 5, 6, and 7.

Quizzes will be scored for accuracy of knowledge, application and evaluation.

Participation

Week 3:

Discussions - Week 3

You will be expected to weekly discussions. Each week you will be given two discussion questions that you must answer and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Quiz 3

You will be expected to complete 6 quizzes each worth 15 points. The quizzes will cover the material in the course. The quizzes will be given during Weeks 1, 2, 3, 5, 6, and 7.

Quizzes will be scored for accuracy of knowledge, application and evaluation.

Participation

Week 4:

Technology Lesson

You will design a 50-60 min lesson that integrates technology to enhance the teaching of a mathematics concept(s). The lesson plan must follow the CC lesson plan format. You may choose the concept and the type of technology. Some suggestions are calculators, online software or applets, LOGO, Geogebra, iPad apps or built-in applets for the Smart Board. You may not present the same lesson as another student in the class, so; let me know your choice as soon as you make it. You will need to present the highlights of lesson in class to your classmates and justify your choice of technology (15 minutes or so). You will reflect on your lesson and presentation using CC reflection form.

You will present your lesson during the week 4 class, the reflection must be completed by the week 5 class.

- lesson = 75 points
- reflection = 15 points
- presentation = 10 points

Test - Midterm

You will be expected to complete two exams each worth 150 points. The first will cover the material in the first four weeks of the course and the second the material covered in the second four weeks of class. The questions on the exams will relate to both the readings, discussions and activities for those weeks. (The first exam will be taken in Week 4, the second exam will be taken in Week 8)

Tests will be scored for accuracy of knowledge, application and evaluation.

Discussions - Week 4

You will be expected to weekly discussions. Each week you will be given two discussion questions that you must answer and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Participation

Week 5:

Discussions - Week 5

You will be expected to weekly discussions. Each week you will be given two discussion questions that you must answer and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Quiz 5

You will be expected to complete 6 quizzes each worth 15 points. The quizzes will cover the material in the course. The quizzes will be given during Weeks 1, 2, 3, 5, 6, and 7.

Quizzes will be scored for accuracy of knowledge, application and evaluation.

Participation

Week 6:

Discussions - Week 6

You will be expected to weekly discussions. Each week you will be given two discussion questions that you must answer

and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Quiz 6

You will be expected to complete 6 quizzes each worth 15 points. The quizzes will cover the material in the course. The quizzes will be given during Weeks 1, 2, 3, 5, 6, and 7.

Quizzes will be scored for accuracy of knowledge, application and evaluation.

Participation

Week 7:

Field Experience

Students are expected to complete 15 hours of observation in an elementary classroom during a period when mathematics is being taught. As part of this observation, you will have specific tasks to complete. Each of these tasks is worth 25 points.

1. Form 6: Coding System - Type and Tally of Student-Teacher Interactions.
2. Form 7: Observation Form for Examining Questions
3. Form 8.1: Checklist for Determining Teaching Style
4. Form 8.2: Checklist for Examining Teaching Practices Which Accommodate Diversity of Learning Styles
5. Form 15: Form for a Classroom Map
6. Form 17: Checklist to Determine Student Assessments in the Classroom

For each completed form, you will write a 2-3 paragraph reflection on what you learned.

Children's Literature and Math Lesson

You will design a 50-60 minute lesson that integrates children's literature with a mathematics concept(s). Each student should choose a different piece of children's literature, so; let me know your choice as soon as you make it. You will be required to reflect on your lesson and presentation, and make suggestions for improvement. You will need to present a shortened version of your lesson to your classmates (15 minutes or so). You will reflect on your lesson and presentation using CC reflection form.

- lesson = 75 points
- reflection = 15 points
- presentation = 10 points

You will present your lesson during the Week 7 class. Your reflection will be due by the Week 8 class.

Quiz 7

You will be expected to complete 6 quizzes each worth 15 points. The quizzes will cover the material in the course. The quizzes will be given during Weeks 1, 2, 3, 5, 6, and 7.

Quizzes will be scored for accuracy of knowledge, application and evaluation.

Discussions - Week 7

You will be expected to weekly discussions. Each week you will be given two discussion questions that you must answer and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Participation

Week 8:

Test (Final)

You will be expected to complete two exams each worth 150 points. The first will cover the material in the first four weeks of the course and the second the material covered in the second four weeks of class. The questions on the exams will relate to both the readings, discussions and activities for those weeks. (The first exam will be taken in Week 4, the second exam will be taken in Week 8)

Tests will be scored for accuracy of knowledge, application and evaluation.

MCTM Paper

Two articles from: Teaching Children Mathematics. You will write a 2-4 page paper that addresses the following:

1. The Math Practices: While reading the articles, look for the Mathematical Practices from the Common Core State Standards (CCSS). Explicitly describe instances or occurrences in these articles that you believe address one or all of these practice standards. Clearly explain why you think so.

2. The Math Content: While reading the articles, look for the mathematical content domains/standards from the CCSS. Explicitly describe instances or occurrences in the articles that you believe addresses one or all of these content domains. Clearly explain why you think so.
3. Your Perspective: Would you recommend these articles to other preservice teachers? Why or why not? What (if anything) did you learn? Describe the professional development opportunities that you feel were made available to you (and other preservice teachers) by reading these articles.

Note: This paper should contain a reference list, which includes information about the articles you read. Use APA style.

This paper will be graded based on inclusion of all aspects as described. Poor grammar, spelling or content may result in a deduction of points. You must follow APA style.

Discussions - Week 8

You will be expected to weekly discussions. Each week you will be given two discussion questions that you must answer and respond to classmates. These discussions will relate to the readings and activities both inside and outside of class that completed during that week. Each question will be worth 10 points (20 points per week)

Participation

+ 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.