

ENVS 115: *Intro To Environmental Scienc

Location:	Fort Sill
Address:	4700 Mow-Way Rd, Suite 502 Fort Sill, OK 73503-9009
Section:	19SPRG2/ENVS/115/AOK1
Semester Credit Hours:	3
Class Day(s) and Time(s):	Monday 5:30 PM - 9:30 PM from March 02, 2020 to April 25, 2020

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📘 Course Information

Catalog Description

Survey of environmental science, ecosystems and human impact. Cross-listed as BIOL 115. Course meets Multicultural graduation requirement. G.E.

Additional Notes

BIOL 115 and/or ENVS 115 are cross-listed courses. You are either enrolled in BIOL 115 or in ENVS 115. Course requirements do not differ between the two listed courses.

The class meets, beginning Monday, March 2, for eight weeks. I am not aware of any holidays or events that would preclude us having class. We plan to have class each Monday evening through April 25th.

The instructional focus of the course (from my perspective) is to offer to students the opportunity to develop an awareness of environmental issues that affect our lives with an insight in making a difference as critical thinkers and informed citizens (locally and globally). Environmental challenges to day impact not only our lives but other organisms or groups of organisms as well.

📖 Textbooks

As part of Truition[®], students will receive their course materials automatically as described below.

📖 Cunningham, W.P. & M. Cunningham. (2018). *Environmental Science: A Global Concern* (14th). McGraw-Hill. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details. Recommended texts are not included in the Truition®, No Book Costs, model. Students are responsible for purchasing their own recommended text if they desire to have it for class. Recommended eTexts are available for purchase directly from VitalSource.com.

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 Truition® 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. Describe the nature and purpose of financial accounting.
2. Record transactions and prepare financial statements (income statement, statement of owner's equity, balance sheet) for a sole proprietorship.
3. Implement the proper accounting procedures for a merchandising company that carries inventory.
4. Implement the proper accounting procedures for current assets.
5. Implement the proper accounting procedures for long-term assets.

🎓 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
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Online Learning Activity	150	15%
Content Mastery Assignments	240	24%
Midterm Examination	100	10%
Discussion Questions	240	24%
Final Examination	100	10%
Project 1	80	8%
Project 2	90	9%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Discussion 1	37.5	Saturday, March 14th by 11:59 PM
Content Mastery Assignment 1	30	W1: Day 7 (Sunday by 11:59 PM)
Discussion Question 1	15	DQ 1 due Day 4 Response due Day 7
Discussion Question 2	15	Day 6 with responses due Day 7

Week 2

Assignment	Points	Due
Lecture Guide	--	Thursday
W2: Discussion Question 1	15	Day 4
W2: Content Mastery Assignment 2	30	Day 6
W2: Discussion Question 2	15	Day 6

Week 3

Assignment	Points	Due
Discussion 2	37.5	Day 6 March 28, 2020, by 11:59 PM
W3: Content Mastery Assignment 3	30	Day 6 by 11:59 PM
W3: Discussion Question 1	15	Day 4 by 11:59 PM
W3: Discussion Question 2	15	Day 6 by 11:59 PM

Week 4

Assignment	Points	Due
W4: Content Mastery Assignment 4	30	Day 6
Midterm Examination	100	Day 7 by 11:59 PM
W4: Discussion Question 1	15	Day 4
W4: Discussion Question 2	15	Day 6 by 11:59 PM
W4: Project 1	80	Day 5

Week 5

Assignment	Points	Due
Discussion 3	37.5	Day 6 - April 11 by 11:59 PM
W5: Content Mastery Assignment	30	Day 6
W5: Discussion Question 1	15	Day 4
W5: Discussion Question 2	15	Day 6

Week 6

Assignment	Points	Due
W6: Discussion Question 1	15	Day 4
W6: Content Mastery Assignment 6	30	Day 6
W6: Discussion Question 2	15	Day 6

Week 7

Assignment	Points	Due
Discussion 4	37.5	Day 6 April 18 by 11:59 PM
W7: Content Mastery Assignment 7	30	Day 6
W7: Discussion Question 1	15	Day 4
W7: Discussion Question 2	15	Day 6 by 11:59 PM
W7: Project 2	90	Day 5
Week 8		
Assignment	Points	Due
Final Examination	100	April 20
W8: Content Mastery Assignment 8	30	Day 3
W8: Discussion Question 1	15	Day 2
W8: Discussion Question 2	15	Day 3
Total Points: 1000		

Assignment Overview

Online Component Expectations

Four online discussions worth 37.5 points allow you to investigate and critique current news or scientific articles about environmental events or research in an objective way and to distinguish between primary and secondary sources. In these activities, you will outline the implications of the article; provide reasoning and support for your opinion of the article; and be encouraged to actively read about, evaluate and discuss current environmental topics, broadening your scope of knowledge beyond the textbook.

For each discussion you are to find a current article about an environmental topic. The source material can vary from newspapers to magazines to journals. It must be current, published within the last month. For articles from environmental or science journals, the source must be from a university, professional society or scientific publisher, with the author associated with a university or science institution. For articles from major newspapers or magazines, the subject of the article must be sourced from a university, professional society or scientific publisher. The topics will be assigned by your instructor, or chosen by you with your instructor's permission. The topics should align with the CLOs.

Your initial post will be a critique, between 500 and 750 words, of the article that presents:

- an overview of the article;
- the key points and how those relate to information presented in class by identifying the appropriate CLOs addressed in the article through the textbook or lecture;
- the impact of the research to your state and/or the nation's environment, society, politics or economics;
- your opinion about the worth and validity of the article supported by citations from the textbook.
- and finally, if the article reports on actual scientific research include the link to this primary source of information.

Initial posts are worth 25 points.

Next, you must provide at least one response of 200 words to a classmate's post. Each response to your classmates should add to the discussion in a meaningful way by bringing up an original and relevant point. You are encouraged to express a different interpretation or ask for additional information from your classmates about the source material. Response posts are worth 12.5 points and do not require citation.

Assignments

Assignments are classified as (1) Online Learning Activity, (2) Discussion Question, (3) Content Mastery Assignments, and (4) Projects.

Discussion Question (separate from the online learning activity) consists of weekly discussion questions, each worth 15 points. Using the course tools, access Discussions and select the provided Topic. The Forum topic is identified as Making A Difference. Under this single Forum, there will be introduced sixteen discussion questions; two each week. The discussion questions will be identified as W1: DQ 1 and W1: DQ 2 for the first week and then W2: DQ 1 and W2: DQ 2 for the second week, and so forth. You must provide a response of about 200 words to the posted question. The response to the question may require appropriate citations. Please read at least one other student's post(each post) and respond to the post with a brief response. Discussion

Questions will total 240 points and be 24 % of the course grade. Posts and responses must be substantial. DQ 1 is due Day 4 by 11:59 PM and DQ 2 is due 6 by 11:59 PM.

Content Mastery Assignment is a weekly assignment and the asked questions pertain to the weeks assigned reading and class discussions. Students will access the Content Mastery Assignment each week using the course tools Content. The response to the questions will be submitted to a dropbox under the course tool Assignments. There will be eight Content Mastery Assignments; each worth 30 points. The total number of points for the term is 240 points; 24 % of the course grade. The Content Mastery Assignments are due Day 6 each week by 11:59 PM

The Online Learning Activity consists of four required online assignments. Each Activity is worth 37.5 points and is 15 % of the course grade. The Online Learning Activity is described elsewhere in the syllabus.

There will be two assigned Projects; Project 1 is due Week 4 Day 5 and Project 2 is due Week 7 Day 5. The Project activities will relate to aspects of the scientific method (Chapter 2 of the text). Project 1 is worth 80 points and Project 2 is worth 90 points. The total number of points is 170 points and constitutes 17 % of the course grade.

NOTE: Due dates are not changed (unless there is a calendar mistake) and due dates are not extended. All assignments are expected to be submitted on time. After the due date, assignments will be ended. Also, written assignments are submitted to Turnitin.

Examinations

Students enrolled in BIOL 115 and/or ENVS 115 will complete a Midterm Exam and a Final Exam. Both exams are online. The Midterm is scheduled for March 23 and the final is scheduled for April 20. Each examination is worth 100 points. Examinations are completed online. There will not be a make-up exams for either the Midterm or the Final. Exams total 200 points which is 20 % of the course grade. Exams will be "multiple choice style question" exams.

Course Outline

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

Week 1: Environmental Values

Discussion 1

Discussion 1:

For this first discussion assignment, find an environmentally related news or scientific article or one on a topic assigned by the instructor. The source material can vary from newspapers to magazines to journals and it must be current, published within the last month. If the article reports on specific studies, trace the information to the original source and include the link to this primary source in your discussion. For articles from environmental or science journals, the source must be from a university, professional society or scientific publisher, with the author associated with a university or science institution. For articles from major newspapers or magazines, the subject of the article must be sourced from a university, professional society or scientific publisher.

In the discussion area, create a 500-word initial post that contains:

- An overview of the article with an active link to the article. If the article contains reference to an actual scientific study, include the link to this primary source of information.
- Key points that are related in the article, and how they relate to information presented in class through lecture or in the textbook. Include what CLO(s) are addressed by the article.
- Impact of the article to your state and/or the nation's environment, society, politics or economics.
- And finally, your opinion about the worth and validity of the article supported by citations from the textbook.

This assignment also requires you to read a classmate's article and their review, and offer a peer review. You are to provide a 200-word peer review of your classmate's article review. Response posts should add to the discussion in a meaningful way by bringing up an original and relevant point with support from the textbook, lecture or personal experience. You are encouraged to express a different interpretation or ask for additional information from the other students about the source

material. Your reply comments do not require citation.

Content Mastery Assignment 1

The Content Mastery Assignment 1 covers material from Week 1. The assignment is completed as a short paper of 500 words. Citations and references are required. There is a submission folder for each Content Mastery Assignment. Follow the directions given in the assignment.

Discussion Question 1

Each week there are two discussion questions. Using course tools, go to Discussions and review the provided topic each week. Make a post for DQ 1 by Day 4 at 11:59 PM Thursday evening of each week. For DQ 2 make a post by Day 6 at 11:59 PM. Your responses to two student posts are due Day 7 (Sunday) at 11:59 PM. Posts need to be insightful and substantial (approximately 200 words). Likewise, the responses must also be substantial.

Discussion Question 2

Lecture Guide

During Week 1, the class will focus on Chapter 1 Understanding Our Environment, Chapter 3 Matter, Energy, and Life, and Chapter 4 Evolution, Biological Communities, and Species Interactions. During class, we will address various cases studies as well.

Week 2: Population Biology

Lecture Guide

During Week 2, the class will focus on Chapter 5 Biomes: Global Patterns of Life, Chapter 6 Population Biology, and Chapter 7 Human Populations. During class, we will address various cases studies as well related to population biology.

W2: Discussion Question 1

Each week there are two discussion questions followed by responses. Due dates are not extended.

W2: Content Mastery Assignment 2

Content Mastery Assignments address the weekly discussion topics. As with all the assignments, there is not an extension of due dates. Please refer to the description of assignments.

W2: Discussion Question 2

The discussion questions are different from the Online Course Activity assignments. (These seem to be listed as Discussion.) The Online Course Activity "Discussions" 1, 2, 3, and 4 are described in the syllabus itself.

Week 3: Human Health and Welfare

Discussion 2

Discussion 2:

For this second discussion assignment, find an environmentally related news or scientific article or one on a topic assigned by the instructor. The source material can vary from newspapers to magazines to journals and it must be current, published within the last month. If the article reports on specific studies, trace the information to the original source and include the link to this primary source in your discussion. For articles from environmental or science journals, the source must be from a university, professional society or scientific publisher, with the author associated with a university or science institution. For articles from major newspapers or magazines, the subject of the article must be sourced from a university, professional society or scientific publisher.

In the discussion area, create a 500-word initial post that contains:

- An overview of the article with an active link to the article. If the article contains reference to an actual scientific study, include the link to this primary source of information.
- Key points that are related in the article, and how they relate to information presented in class through lecture or in the textbook. Include what CLO(s) are addressed by the article.
- Impact of the article to your state and/or the nation's environment, society, politics or economics.
- And finally, your opinion about the worth and validity of the article supported by citations from the textbook.

This assignment also requires you to read a classmate's article and their review, and offer a peer review. You are to provide a 200-word peer review of your classmate's article review. Response posts should add to the discussion in a meaningful way by bringing up an original and relevant point with support from the textbook, lecture or personal experience. You are

encouraged to express a different interpretation or ask for additional information from the other students about the source material. Your reply comments do not require citation.

Lecture Guide

During Week 3, the class will focus on Chapter 8 Environmental Health and Toxicology, Chapter 9 Food and Hunger, Chapter 10 Farming: Conventional and Sustainable Practices, Chapter 16 Air Pollution, Chapter 18 Water Pollution, and Chapter 21 Solid, Toxic, and Hazardous Waste. During class, we will address various cases studies as well related to human health and well-being.

W3: Content Mastery Assignment 3

W3: Discussion Question 1

W3: Discussion Question 2

Week 4: Biodiversity

W4: Content Mastery Assignment 4

Midterm Examination

The midterm examination is scheduled for Week 4. It will cover material from Weeks 1 through 4 which involves chapters 1 (understanding our environment), 3 (matter, energy, and life), 4 (evolution, biological communities, and species interactions), 5 (biomes: global patterns of life), 6 (population biology), 7 (human populations), 8 (environmental health and toxicology), 9 (food and Hunger), 10 (farming: conventional and sustainable practices), 16 (air pollution), 18 (water pollution). and 21 (solid, toxic, and hazardous waste) and Chapter 11 Biodiversity: Preserving Species, Chapter 12 Biodiversity: Preserving Landscapes, Chapter 13 Restoration Ecology.

Lecture Guide

This week (Week 4) g is the scheduled midterm examination. This test will address our discussions as related to Chapters 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 18, and 21 as reviewed in Weeks 1 through 4.

During Week 4, the class will also consider Chapter 11 Biodiversity: Preserving Species, Chapter 12 Biodiversity: Preserving Landscapes, and Chapter 13 Restoration Ecology. During class, we will address various cases studies as well that pertain to biodiversity.

W4: Discussion Question 1

W4: Discussion Question 2

Remember that each week there are two discussion questions. The first post is due Day 4 and the second post is due Day 6 with expected responses to other student posts due Day 7 (Sunday).

W4: Project 1

The projects will be discussed Week 1. Project 1 is due Week 4 Day 5. Follow the directions in the assignment. You do have four weeks to prepare your assignment.

Week 5: Natural Resources

Discussion 3

Discussion 3:

Again, you are to find an environmentally related news or scientific article or one on a topic assigned by the instructor. The source material can vary from newspapers to magazines to journals and it must be current, published within the last month. If the article reports on specific studies, trace the information to the original source and include the link to this primary source in your discussion. For articles from environmental or science journals, the source must be from a university, professional society or scientific publisher, with the author associated with a university or science institution. For articles from major newspapers or magazines, the subject of the article must be sourced from a university, professional society or scientific publisher.

In the discussion area, create a 500-word initial post that contains:

- An overview of the article with an active link to the article. If the article contains reference to an actual scientific study,

include the link to this primary source of information.

- Key points that are related in the article, and how they relate to information presented in class through lecture or in the textbook. Include what CLO(s) are addressed by the article.
- Impact of the article to your state and/or the nation's environment, society, politics or economics.
- And finally, your opinion about the worth and validity of the article supported by citations from the textbook.

This assignment also requires you to read a classmate's article and their review, and offer a peer review. You are to provide a 200-word peer review of your classmate's article review. Response posts should add to the discussion in a meaningful way by bringing up an original and relevant point with support from the textbook, lecture or personal experience. You are encouraged to express a different interpretation or ask for additional information from the other students about the source material. Your reply comments do not require citation.

W5: Content Mastery Assignment

Always, follow the directions written in each assignment. Assignments are accessed under Content.

W5: Discussion Question 1

Lecture Guide

During Week 5, the class will focus on Chapter 14 Geologic and Earth Resources and Chapter 17 Water Use Management. During class, we will address various cases studies as well related to our natural resources and their availability.

W5: Discussion Question 2

Week 6: Sustainable Energy

W6: Discussion Question 1

Lecture Guide

During Week 6, the class will focus on Chapter 19 Conventional Energy and Chapter 20 Sustainable Energy. During class, we will address various cases studies as well related to energy consumption and sustainable energy.

W6: Content Mastery Assignment 6

W6: Discussion Question 2

Week 7: Ecological Economics

Discussion 4

Discussion 4:

For this final discussion assignment, you are to find one last environmentally related news or scientific article or one on a topic assigned by the instructor. The source material can vary from newspapers to magazines to journals and it must be current, published within the last month. If the article reports on specific studies, trace the information to the original source and include the link to this primary source in your discussion. For articles from environmental or science journals, the source must be from a university, professional society or scientific publisher, with the author associated with a university or science institution. For articles from major newspapers or magazines, the subject of the article must be sourced from a university, professional society or scientific publisher.

In the discussion area, create a 500-word initial post that contains:

- An overview of the article with an active link to the article. If the article contains reference to an actual scientific study, include the link to this primary source of information.
- Key points that are related in the article, and how they relate to information presented in class through lecture or in the textbook. Include what CLO(s) are addressed by the article.
- Impact of the article to your state and/or the nation's environment, society, politics or economics.
- And finally, your opinion about the worth and validity of the article supported by citations from the textbook.

This assignment also requires you to read a classmate's article and their review, and offer a peer review. You are to provide a 200-word peer review of your classmate's article review. Response posts should add to the discussion in a meaningful

way by bringing up an original and relevant point with support from the textbook, lecture or personal experience. You are encouraged to express a different interpretation or ask for additional information from the other students about the source material. Your reply comments do not require citation.

W7: Content Mastery Assignment 7

Lecture Guide

During Week 4, the class (after the exam) will focus on Chapter 11 Biodiversity: Preserving Species, Chapter 12 Biodiversity: Preserving Landscapes, and Chapter 13 Restoration Ecology. During class, we will address various cases studies as well that pertain to biodiversity.

W7: Discussion Question 1

W7: Discussion Question 2

W7: Project 2

As with Project 1, Project 2 is assigned Week 1. However, Project 2 is not due until Friday, Day 5, Week 7 by 11:59 PM. You are encouraged to download the Project 2 activity during Week 1 and use the 6 - 7 weeks to finalize the project.

Week 8: Environmental Planning

Final Examination

The final will cover material from Weeks 5, 6, 7, and 8. The chapters from the text include Chapters 14 (geology and earth resources), 17 (water use and management), 19 (conventional energy), 20 (sustainable energy), 23 (ecological economics), 24 (environmental policy, law, and planning), and 25 ("What Shall We Do?"). The final is online as was the midterm. The final will be available Day 7 of Week 7. Remember that Week 8 is a short week (term ends).

W8: Content Mastery Assignment 8

Remember Week 8 is a short week; the Content Mastery Assignment 8 is due at an earlier date (Day 3).

Lecture Guide

During Week 8, the class will focus on Chapter 25 What Then Shall We Do? During class, we will address various cases studies as well related to environmental planning.

Also, Week 8 is the scheduled time for the course final examination.

W8: Discussion Question 1

The due date for Week 8 discussion questions have changed. Be aware!

W8: Discussion Question 2

For the Week 8 discussion questions, either one, you will not need to respond to another student's post.

+ 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

SmarterThinking is a free online tutoring service available to all Columbia College students. SmarterThinking 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.