Syllabus

CHEM 101 C03

# **Course Information**

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| --- | --- | --- | --- |
| Course Title | **Introduction to Chemistry** | | |
| Course No. & Section | CHEM 101 C03 | | |
| Semester & Year | Spring 2023 | Credit Hours | 4 |
| Course Location/Delivery | Evergreen Bldg. A05  WF – 12:00 PM – 1:20 PM | | |
| Office Hours | In person or via Zoom. Use the following link to access virtual office  hours: https://csi.zoom.us/j/9183372938  Monday & Tuesday 11:00 AM – 1:00 PM  Wednesday & Friday 9:00 – 10:00 AM  Other hours available by appointment. | | |
|  | This course uses Canvas to post course materials. Go to [csi.edu/canvas](http://www.csi.edu/canvas/)  and click on the [**Log in to Canvas**] button to access your course. At this link you will also find Help Resources for Students. | | |

# **Instructor Information**

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| --- | --- |
| Instructor Name | Rosa M. Dávila. Ph.D. |
| Office Address | Evergreen A12 |
| Office Phone | (208)732-6425/ Fax: (208)736-2136 |
| Email Address | [rdavila@csi.edu](mailto:rdavila@csi.edu) |
| Communication Advice | Email is the best way to contact me for questions. Most of the time I will reply within 24 hours unless there are unforeseen circumstances. It may take a bit longer to reply during the weekend but I will get back to you as soon as possible. |

# **Textbook and Required/Optional Materials**

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| Required Text – Title | This course participates of the **Inclusive Access Program** at CSI - You can access the electronic materials (e-textbook and online homework access) via Canvas or you can opt out of the program. If you do opt out of the program you will have to obtain these materials on your own. To opt out use the link available on Canvas under Modules: “Inclusive Access Materials – Opt out”.  ***Introduction to Chemistry*** – 5th edition, Bauer, Birk & Marks McGraw-Hill 2019  **CONNECT** – McGraw-Hill Online Homework Program |
| Required Materials | **Lab Manual**  All lab procedures will be available via Canvas  **Goggles** are required for eye protection in lab. Approved eye protection is  available from CSI’s Bookstore (ANSI Z87)  **Lab Coat**– A lab coat is required. You can purchase either a disposable lab coat to use for the semester, or a durable cloth lab coat that can be washed and that could be used in other  chemistry courses you may have to take. (When washing lab coats, wash separately from all other clothes and follow directions on tag. Lab coats are available for purchase at CSI’s bookstore.  **Calculator**  Scientific calculator, doesn’t have to be programmable.  **Class Response System**  IClicker Student app or remote – You can use an Iclicker remote or purchase a subscription to the Iclicker smartphone app. The remote can only be used while you are physically present in the classroom, the app can be downloaded to your smartphone from your app store and can be used  in the classroom or online if you are ever attending the lecture via zoom. We will use this application to capture your answers to questions posed during class. Regardless of which system you use, you will still need to create an Iclicker account online in order to connect your remote to the Iclicker class roster using the following link: <https://join.iclicker.com/GDFB> |

Student Learning

## **Catalog Description**

This course presents a systematic treatment of chemical principles and their application. Topics include nomenclature, periodicity, reactions, equations, stoichiometry, solutions, gases, introduction to the theories of the atom, equilibria, acids and bases, redox, and radioactivity. Prerequisite: [MATH 043](https://csi.smartcatalogiq.com/2022-2023/Catalog/Courses/MATH-Mathematics/40/MATH-043) or equivalent placement score. Corequisite: Chem 101L.

**Purpose of the Course**

CHEM 101 is a general education course within the Scientific Ways of Knowing category of the general education core at CSI (see page 4). This course is intended to transfer to other institutions and is rooted in national chemistry standards. An ACS (American Chemical Society) General Chemistry exam is taken at the end of the course. Completion of this course provides the student with a basic working chemical vocabulary, foundational chemistry content and problem-solving skills that will serve as a bridge for other coursework and employment that may use chemistry. Completion of this course prepares students to take further chemistry coursework such as CHEM 102 or CHEM 111. If you have to take additional chemistry courses please note that depending on your specific major, your next chemistry course may be CHEM 102 OR CHEM 111. Check with me or your current advisor to determine the correct chemistry sequence for you.

## **Program Learning Outcomes**

The Chemistry Program offers our undergraduates an Associates of Science in Chemistry degree which transfers to four-year institutions to complete their Bachelor’s degree or other advanced degrees. Chemistry majors can pursue careers in medicine, engineering, environmental science, forensic science, as well as traditional chemistry fields such as biochemistry, organic, analytical, inorganic and physical chemistry. CHEM 101 supports the goals of the overall chemistry program through the student learning outcomes (SLO) described below.

## **Course Student Learning Outcomes (SLO)**

Upon completion of this course, a student will be able to:

* 1. Understand and apply the importance of the Periodic Table and the information contained therein;
  2. Understand and apply basic nomenclature for the 4 common inorganic chemical types;
  3. Understand the concepts of, and be able to solve problems regarding, stoichiometry, limiting reactants, empirical formula, percent composition, and moles;
  4. Understand how to balance chemical equations and how to write net ionic equations;
  5. Understand how to write electron configurations and how to use electron configurations to predict relative sizes of atoms and ions as well as predict relative strengths of first ionization energies and electronegativities;
  6. Understand how to draw correct Lewis Structures and how to use this information to predict electronic geometry, molecular geometry and polarity for molecules;
  7. Understand and be able to perform calculations using Boyle’s Law, Charles’ Law, Dalton’s Law, Avogadro’s Law, Combined Gas Law and the Ideal gas Law;
  8. Understand how to calculate changes in energy when materials are heated from solid to gas or cooled from gas to solid or any portion thereof;
  9. Understand the application of molecular shape and molecular mass to the concept of intermolecular forces;
  10. Understand the Kinetic Molecular Theory
  11. Understand the various definitions of acids and bases and how to calculate pH;
  12. Understand the basic definitions in nuclear chemistry and how to balance equations and to perform simple calculations involving half-life;
  13. The course also has a mandatory laboratory component designed to accompany and reinforce concepts presented in the classroom portion. Upon the completion of the laboratory component, the student will be able to:
      1. Follow and understand the reasons behind applicable safety rules in the lab;
      2. Handle dangerous chemicals with ease under instructor supervision;
      3. Deal with small amounts of hazardous waste produced in a laboratory setting and understand the rationale for the rules;
      4. Prepare a lab report with prelab, lab data and post lab components as directed by the laboratory instructor;
      5. Apply the scientific method in multi-step experiments to achieve the desired outcomes;
      6. Correctly identify and use significant figures as produced in the context of the laboratory measurement process;
      7. Correctly and safely handle essential laboratory equipment including various types of glassware (pipets, burets, graduated cylinders, beakers, flasks etc), and other ancillary equipment (burners, hot plates, etc) under a variety of laboratory conditions and temperatures;
      8. Use basic computer tools to assist in laboratory evaluation specifically focused on the use of spread sheets and computer graphing to assist in data evaluation;
      9. Relate activities covered in lab to the relevant material from the classroom portion of the course;
      10. Perform all necessary calculations for the various experiments; Gain confidence in their ability to perform good work in a laboratory setting.

If time allows during the semester, the instructor may elect to choose topics that address one or more of the following outcomes:

1. Understand the fundamentals of equilibrium involving reaction to applied stresses and how to write equilibrium expressions (but not solve complex equations);
2. Understand the basic definitions involved in electrochemistry and how to assign oxidation numbers;
3. Understand the basic rules of nomenclature for very simple organic compounds and be able to recognize and name key functional groups.

## **General Education Program Learning Outcomes, College of Southern Idaho**

Upon completion of this General Education course, students will be able to …

### THINK

* Use multiple approaches and terminologies to discuss, analyze, solve, interpret and create in disciplines.

## **State of Idaho, Ways of Knowing Outcomes or Competencies**

### **Scientific Ways of Knowing**

[*https://boardofed.idaho.gov/search/?\_sf\_s=ways%20of%20knowing*](https://boardofed.idaho.gov/search/?_sf_s=ways%20of%20knowing) *Retrieved March 4, 2022*

To meet the Scientific Ways of Knowing requirement of the general education core, courses must cover all five objectives below.

1. Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.
2. Apply scientific reasoning to critically evaluate assertions.
3. Interpret and communicate scientific information via written, spoken, and/or visual representations.
4. Describe the relevance of specific scientific principles to the human experience.
5. Test a hypothesis in the \*laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion.

*\*Institution catalogs should display a lab requirement for one of the science courses.*

## **Inclusive Access**

This course is included in CSI’s Inclusive Access Program. This grants you access to your required course materials digitally by the first day of class at the discounted rate the College and the Bookstore has negotiated on your behalf for the lowest possible price. Your student account will be charged the discounted textbook fee on or before the first day of class if you choose to participate. No further textbook purchase is necessary. If for any reason you decide to purchase your materials elsewhere you can opt-out of this program by the add/drop deadline, and your account will not be charged.   If you have additional questions you can visit our FAQ page on the CSI website at [https://www.bookstore.csi.edu/Inclusive-access.asp? (Links to an external site.)](https://www.bookstore.csi.edu/Inclusive-access.asp?)

# **Grading and Evaluation**

This table displays the different grading components that will be used in this course and the breakdown of the overall course grade percentage-wise. More information on each component can be found after the table.

|  |  |
| --- | --- |
| **Exams (5 exams, one of these exams is the aggregate of weekly quizzes)** | 43% |
| **Homework** | 15% |
| **SmartBook** | 3% |
| **I-Clickers (Participation)** | 3% |
| **Everyday Chemistry Project** | 6% |
| **Final Exam** | 10% |
| **Laboratory** (A separate syllabus will be provided with the breakdown of points in the lab) | 20% |
| Total | 100% |

## **Grade Scale**

Based on the 100% total listed above, letter grades will be assigned as follows:

A 90 to 100 %

B 80 to 89 %

C 70 to 79%

D 60 to 69 %

F 59% and lower

I  Incomplete  (For more on the grade of incomplete, click [here](https://csi.smartcatalogiq.com/2020-2021/Catalog/Being-a-Student/Student-Records-and-Registration/Incompletes) (College Catalog page 16)

**Description of Grade Components**

**Exams-** Each exam will concentrate on material presented in class including definitions and problem-solving. Exams will take place in the testing center. Exams are designed to help you apply what you have learned in class. Some questions may be similar to homework problems, others will not. It is important that you ask questions in class and that you keep up to date in **reading the chapters discussed in class**. Tentative exam dates are provided below:

|  |  |
| --- | --- |
| Exam | Date |
| Exam 1 | Monday February 6 – Wednesday February 9 |
| Exam 2 | Monday March 6 – Wednesday March 9 |
| Exam 3 | Monday April 3 – Wednesday April 5 |
| Exam 4 | Monday April 24 – Wednesday April 26 |
| Exam 5 – Quiz Aggregate | Weekly |

**Homework -**At the beginning of each chapter discussion you will be assigned a problem set. This problem set will include exercises from your textbook. All homework will be submitted electronically using “CONNECT”, the McGraw-Hill online homework system. You can access the online homework by using the McGraw-Hill link on our Canvas course menu. Each chapter problem set will be graded on a 100-point scale. Problem sets are due **by 11:59 PM** on the date specified by your instructor in this syllabus or as announced in Canvas (see page 10). CONNECT will automatically enforce due dates and times, **late homework will NOT be accepted.**  **Please do not ask for any extensions unless there are extenuating circumstances present** (visits to the ER, accidents, etc). **Last minute technical difficulties cannot be used as an excuse for late homework**. You have the option of printing out the homework problems and of coming back online to put in the answers. You should keep a copy of your work for review purposes. Page eleven contains the due dates for homework problems. On occasion, depending on the pace of the class, changes may be made to these dates. These changes will be announced during lecture and via Canvas. If you experience technical difficulties while working with CONNECT, please contact their technical support line directly: <http://mpss.mhhe.com/> . Please give yourself ample time to complete homework, this way you can ask questions about homework exercises and solve any technical issues that could arise **before** the deadline.

**SmartBook Questions -** One of the best ways to come prepared for class is to read the chapters in the textbook BEFORE we start the material. To motivate you to read the chapters in the book I have assigned Learn Smart modules for you to complete online. Learn Smart is an adaptive learning tool that will help you get acquainted with the chapter material prior to in-class discussion. Please find due dates for Learn Smart questions on page 10 of this syllabus.

**iClicker** – One of the materials required for class is IClicker. This system allows me to ask questions during class, obtain responses from ALL students in class and to provide immediate feedback. Three percent of your total grade will depend on your participation in class. You will need to have access to Iclicker every day. Iclicker can be accessed as a smartphone app or through a physical clicker remote. The smartphone app can be downloaded to your phone via your app store. Alternatively, you can purchase and Iclicker remote. The app gives you the option of a relatively inexpensive subscription for 6 months while the remote can vary in prize depending on whether you purchase a used or new remote. The remote could be used in other classes that require Iclicker. The app subscription only works for one course at a time. The remote can only be used when you are in the classroom, while the app can be used from any location as long as you have internet access. This has proved convenient when students need to attend the lecture via zoom. Either form of the clicker is ok with me. You will still need to create an Iclicker account online in order to connect your remote to the Iclicker class roster. Please use this link to register your remote or app into our course: <https://join.iclicker.com/GDFB> . We will try as much as possible to use this system in class every day. **In order to receive participation credit, you must answer all clicker questions in a given session.** You will receive an extra credit point for every question that is answered correctly. This extra credit from Iclicker questions will be capped at 2% of the total course grade.

**Everyday Chemistry Project –** At the beginning of the semester you will be assigned a topic to research related to a specific area (determined by the instructor) of the “chemistry of everyday things.” Topics and presentation formats change from one semester to the next so additional instructions will be provided to you during the semester. This project will fulfill the “Everyday Chemistry Project” assignment. **This project will be submitted via Canvas, the submission date will be announced in class.**

**Quizzes** – EVERY week there will be a Canvas quiz covering material that has been addressed during that week in lecture. The quiz will be very short, one or two questions, and should take no more than 10 to 20 minutes to complete. The quiz will open by the end of class on Thursday and will be available until 11:59 PM on Friday. This quiz will be accessed through Canvas by using the code provided during Thursdays’ lecture. Your quiz scores during the semester will be added and counted as an additional exam score. The two lowest quiz grades will be dropped at the end of the semester. This means that you could potentially miss up to 2 quizzes without affecting grade. A third zero would count against your total quiz score. If you know ahead of time that you will be absent for a quiz (*e.g.* school event, Doctor’s appointment, etc.) you can always have the option of taking the quiz ahead of time. Please talk to me so that we can make arrangements for you to take the quiz. There are no make-up opportunities for quizzes and only one attempt will be allowed.

**Final Exam-** The final exam for the course is the General Chemistry portion of the “General Chemistry, Organic and Biochemistry” (GOB) American Chemical Society (ACS) Examination. This exam is cumulative, it is 60 questions, all multiple choice, and 55 minutes long. Your grade in the final exam will be the HIGHEST of three different scoring methods: (1) The raw percent correct, (2) Your percentile score based on national ranking, (3) A scoring conversion to adapt percentiles to appropriate numbers of points based on the specific exam form’s norm. These calculations will be available on Canvas. The student’s score on the final exam may NOT be dropped and must be worth at least 10% of the overall grade in the course. **In order to pass this course you MUST take the final exam.**

**Lab -** The lab component of CHEM 101 accounts for 20% of the total grade. This is a significant amount of your total grade. It is important that you dedicate a similar amount of effort to both the lecture and the lab. Details on lab grading, policies and procedures may be found in the lab syllabus.

# Course Expectations

**Learning Atmosphere**

I am a firm believer that if you have high expectations of individuals they will strive to perform at their best. My goal as a teacher is to instill in you a desire for learning and to help you develop a solid work ethic. To achieve this, I will continually challenge you in class and expect nothing but the best work from you. I will be strict about meeting deadlines and following instructions. This means that no late work will be accepted and that the work you turn in is expected to be clean and organized. You should expect the same from me. I will work hard at being prepared for class and at being organized and clear in communicating instructions and expectations. I will also work hard at returning graded material in a timely fashion and will be available to you when you have questions. Chemistry doesn’t have to be your favorite subject but I hope that I can share with you the excitement I have for it. I try to keep a semi-formal atmosphere in class with space to work hard, learn and have fun all at the same time. In order to maintain this learning atmosphere, here are a few course expectations as we start our journey together:

**Attendance -** It is your responsibility to find out what happened in class if you are absent. The expectation in this course is that students will attend lecture in person. Recordings of the class will only be available upon request on those cases where extenuating circumstances prevent you from attending class. **If you are not feeling well, I would prefer that you stay home and send me a note via email letting me know that you are staying home.** I will then work with you individually to help you make up any work missed. It is important that we take care of each other and staying home will help everyone stay healthy.

Office hours are listed in the heading of this handout. Page 10 shows the tentative schedule of topics to be covered in class. Reminders, modifications to the schedule and other announcements will be made during class and most of the time they will also be posted on Canvas. I assume that you are in class the day an announcement is made. If you were not in class, it is your responsibility to find out about any changes made. If you know you are going to be absent the day of a scheduled exam you must notify your instructor ahead of time so that we can schedule another time for you to take the exam. If for some unavoidable reason (accident, sickness, etc.) you can't be present the day of the exam you **must** contact your instructor (by telephone or e-mail or voice mail or Fax or other effective way of communication, have a friend call for example) **no later than 5:00 PM of the** last **day of the exam**. Once you communicate with me we will schedule a time for you to take the exam. Your make-up exam will be different from the one given in class. If I don't hear from you by **5:00 PM of the last day of the exam** I will assume that you are not interested in taking this exam and you will receive a grade of 0 with **NO** opportunity for make-up.

**Classroom Behavior** – Students enrolled in CHEM 101 are expected to follow the behavioral policies as stated on the current College catalog. In addition to those, the student is expected to follow common courtesy practices toward the instructor and fellow students whether participating in a face-to-face session or via Zoom:

These practices include but are not limited to:

a) Being respectful of the instructor and fellow students.

b) Refraining from the use of any type of offensive, derogatory language during class.

c) Abstaining from unnecessary disruptions in class that might disturb the learning environment for other students in class. **Please turn all cell phones to silent mode. Texting will not be tolerated in the classroom.** If you decide to “text” during class time I will ask you in front of the whole class to stop texting. This may be cause for embarrassment, to avoid this, please do NOT text during class.

d) Abstaining from discussions that are not related to class material and that may disturb the learning environment for other students in class.

Failure to follow appropriate classroom behavior may result in your dismissal from the particular class session. Repeated offenses may result in your withdrawal from the course.

**Collaboration -** All work submitted for a grade in this course is expected to be your own. I encourage group work and collaboration among students during the semester but in the end your submissions should represent your own effort. This means that cheating and plagiarism will NOT be tolerated in this course. A student caught cheating during an exam or quiz will be given a grade of 0 in that examination or quiz. This includes copying from someone else’s work or using unauthorized materials during an exam. When cheating involves two or more students each student will receive a grade of 0 in their respective examinations. Cheating in homework and lab reports will be treated in a similar manner. Any spreadsheets or graphs submitted must be your original work, not simply a duplicate of your lab partner’s work. Simply changing colors or font will NOT count as your own work. Copying information and or images from any sources (web, books, articles, etc) or extensively paraphrasing without appropriately citing the source is considered plagiarism. Publishing course work without the explicit authorization of the author into online homework assistance applications such as CHEGG, Reddit, etc is an infraction to academic integrity and subject to disciplinary action. Copying information and or images from any sources (web, books, articles, etc) or extensively paraphrasing without appropriately citing the source is considered plagiarism. No points will be awarded to any work with evidence of plagiarism in it. Incidents of academic dishonesty may be reported to the Academic Integrity database of the college.

**CHEM 101 Documents** - You will be able to keep all documents that you have turned in (homework, reports, review sheets, etc) once they are graded. The only document that I keep at the end of the semester is the final exam. It is your responsibility to collect any graded material from the instructor prior to the end of the semester. All graded material will be returned to you prior to, or on the day of the final exam. Any unclaimed materials will be recycled one week after the semester is over unless arrangements are made to obtain this material.

# Other Course Details

## **Dropping a Course or Withdrawing from a Course**

What’s the difference? The drop period ends on the first Sunday following the beginning of the semester. A dropped course is not reflected on the student’s transcript. The withdrawal period then begins and lasts through 75% of the course. Withdrawal means the student attempted the course but did not complete any credit; the grade of W will appear on the student’s transcript.  
Withdrawal Policy Details <https://csi.smartcatalogiq.com/2022-2023/Catalog/Being-a-Student/Student-Records-and-Registration/Dropping-a-Course-and-Withdrawal>

**The last day to withdraw from courses this semester is Thursday November 10 by 5:00 PM**

## **Attendance Verification for Financial Aid**

Attendance Verification is submitted by your instructor each semester. Your Federal Student Aid is dependent on your academic attendance and participation in an academically-related activity, see the Disbursement Section for more about [Attendance and its impact on your financial aid.](https://www.csi.edu/financial-aid/disbursement-and-refunds.aspx)

## **Evaluations**

Students are strongly encouraged to complete course evaluations at the end of each course. Evaluations are anonymous and the anonymous results are not available to faculty until after grades have been submitted. [csioffice.sharepoint.com/sites/mycsi/academics/mycourses](https://csioffice.sharepoint.com/sites/mycsi/academics/mycourses)

## **Help Desk**

Students needing assistance with CSI email or Canvas login are encouraged to contact the Helpdesk via email at [support@csi.edu](mailto:support@csi.edu) or via telephone at 208-732-6311.

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| Course Calendar (*Due to unforeseen events, it may be necessary for the course calendar to be altered, Make sure to keep up to date with class announcements on Canvas and during lecture).* | | | | | | |
| Date | Topic | Instructional Activities | SmartBook  Due Date | Connect Homework  Due Date |
| 1/11 – 1/20 | Matter and Energy | Chapter 1 | 1/13 | 1/25 |
| 1/25 -2/1 | Atoms, Ions and the Periodic Table | Chapter 2 | 1/20 | 2/3 |
| 2/3 – 2/10 | Chemical Compounds | Chapter 3 | 2/2 | 2/13 |
| 2/15-2/22 | Chemical Composition | Chapter 4 | 2/10 | 2/24 |
| 2/24-3/1 | Chemical Reactions and Equations | Chapter 5 | 2/21 | 3/3 |
| 3/3 -3/15 | Quantities in Chemical Reactions | Chapter 6 | 3/1 | 3/17 |
| 3/17 – 3/31 | Electron Structure of the Atom | Chapter 7 | 3/14 | 4/3 |
| 4/5– 4/12 | Chemical Bonding | Chapter 8 | 3/31 | 4/14 |
| 4/5 | The Gaseous State | Chapter 9 | 4/4 | TBD |
| 4/14 -4/19 | The Liquid and Solid States | Chapter 10 | 4/12 | 4/21 |
| 4/21 -4/26 | Solutions | Chapter 11 | 4/19 | TBD |
| 4/26 – 4/28 | Acids and Bases | Chapter 13 | 4/26 | TBD |
| 3/17 | Nuclear Chemistry | Chapter 15 | 3/17 | 3/20 |
| Date and Time of Final Exam:  Wednesday May 3 – 12:00 PM during class time | | | | | |

# **Shared Values**

The mission of the College of Southern Idaho is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

To accomplish these goals, we believe in

1. **Communication.**Email is a primary tool used to share written information related to CSI. All active students have a dedicated CSI email account ([<studentname>@csi.edu](mailto:jsmith@csi.edu)). Visit [CSI Email](https://www.csi.edu/account/default.aspx) to check your email, and to begin conversations with the faculty and staff at CSI.
2. **Community.** We believe in community building in and out of the classroom. You are encouraged to cultivate partnerships that also develop your social and personal transformation. To see current news and events, visit [csi.edu/calendar/default.aspx](https://www.csi.edu/calendar/default.aspx).
3. **Equal Access.** We value diversity and inclusion. We are committed to a climate of mutual respect and full participation. If you have a disability that may have some impact on your work in this class, please contact the Office of Disability Services to discuss options, visit [csi.edu/accessibility-services/](https://www.csi.edu/accessibility-services/).
4. **Integrity.** We value honesty. CSI students, faculty staff, and administration are expected to be honest in all aspects of their college education and employment. All student work is evaluated with the understanding that the work presented is the individual’s own ideas, concepts and understanding. The Student Code of Conduct and Academic Integrity can be accessed on the Student Handbook page. [csi.edu/student-handbook/default.aspx](https://www.csi.edu/student-handbook/default.aspx)
5. **Inclusiveness.** The College does not exclude from participation in, deny the benefits of, or subject any individual to discrimination on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, limited English proficiency, or any other status protected under applicable federal, state or local law. If you have concerns, visit [csi.edu/TitleIX](http://www.csi.edu/TitleIX/) for more information.
6. **Safety**. We are committed to providing safe campuses for all students. As a CSI student, staff, or faculty member you are automatically subscribed to the emergency notification system, RAVE [csi.edu/security/rave-alert.asp](http://www.csi.edu/security/rave-alert.asp). Please report any emergency (medical, criminal, behavioral, etc.) by first calling 911 regardless of which campus you are on. If you are on the Twin Falls campus, also call Campus Security at 208-732-6605, [csi.edu/security](http://www.csi.edu/security/).
7. **Student Success.** We are dedicated to your success! Not only can you seek assistance from your professors, but you can also investigate the over 50 dedicated CSI resources and services to support your lifelong goals. You can benefit from services such as the Learning & Tutoring Commons [csi.edu/learning-tutoring-commons/](https://www.csi.edu/learning-tutoring-commons/). People and resources at the CSI Library can assist you with expert guidance, see [csi.ent.sirsi.net](https://csi.ent.sirsi.net/). You can get involved in activities designed to complement your studies [csi.edu/student-activities/default.aspx](https://www.csi.edu/student-activities/default.aspx). For a complete list of resources and services, visit [csi.edu/campus-life/default.aspx](https://www.csi.edu/campus-life/default.aspx)
8. **Emergency Response Disclaimer:** The College is committed to creating a safe learning environment that meets the needs of our diverse student body. The health, safety, and well-being of our students is paramount. The College closely monitors national, regional, state, and local emergencies and acts accordingly to public health guidance and directives.

The College will make every effort to offer courses and related support services as scheduled during an emergency event. However, all courses and related support services are subject to change in delivery method, schedule, or other potential modification as a direct or indirect result of the emergency event. We ask that students take an active role in an emergency event by following all health guidance, policies, and regulations communicated by the College, governmental authorities, and public health officials.