Normal text should be incorporated into the syllabus as worded. Most of this is under College Policies & Student Support Services, which may be given to students as a separate document. This section is also available at the College Policies and Student Support website, which is also linked in all BlackBoard course shells. *Italicized text notes information that should be included but is often specific for each course.* Text in blue suggests possible wording.

Physical Geology Master Syllabus Template

GEOL 1403-xxx Section xxxxx

Semester, year

COURSE INFORMATION

SECTION INFORMATION

The syllabus should have the

- *course name and abbreviation, section number, and synonym (e.g., Engineering Physics I, PHYS 2425-011-39130)*
- *campus, room, and time of day (physical locations should be in the following format: Full Campus Name - Campus Abbreviation - Building Number - Room Number, e.g., Highland Campus - HLC - Building 2000 - 2.1234)*

Faculty are also encouraged to include the floor number. A very useful resource created by our own GIS and A&E CAD departments and their students is this interactive campus map.

INSTRUCTIONAL METHODOLOGY

This statement identifies the format in which the instruction occurs:

- *lecture*
- *lecture/lab*
- *laboratory*
- *clinical*
- *co-op based*
- *internship*
- *practicum*
- *online*
- *hybrid*
- *competency-based*

Field activities, co-curricular, and service-learning activities may be mentioned here as well, though some such activities have been suspended indefinitely.

In person class: This class is taught in lecture/lab format.

Online class: This class is taught as an ONL (online) distance learning class and has no classroom component.

DISTANCE EDUCATION *(for online or hybrid courses only)*

Advise students, many of whom may be new to online learning, about the differences between online and traditional face-to-face learning. In particular, advise students of the time management and study skills required to be a successful online student. Encourage students new to distance education to review the ACC Distance Education General Information available at https://online.austincc.edu/faq/ Likewise, use of the college approved learning management system should be clearly stated for hybrid and online courses. Some suggested wording might be:
"Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration."

COURSE CREDITS & CONTACT HOURS

- **Credit Hours: *4***
- **Classroom Contact Hours per week: *3 (for a 16-week class)***
- **Lab Contact Hours per week: 3 (for a 16-week class)***

**For clarity and alignment with SACS-COC expectations, the credit and contact hours should be explicitly stated. An example for a 16-week lab science class is given. Other non-classroom activity hours should be used as appropriate (e.g., clinical, internship, etc.)*

This course is an introduction to geology, minerals, rocks, plate tectonics, geological processes, landforms and structural geology.

PREREQUISITES

Reading, writing and math proficiency as proven by TSI completion. One year of high school science is required.

INSTRUCTOR INFORMATION

The following instructor information should be on the syllabus:

- *instructor's name*
- *phone number(s) (instructor's office phone or Voice Box for adjunct instructors)*
- *office hours and location of office or means of accessing virtual office hours (physical locations should be in the same format as above: Full Campus Name - Campus Abbreviation - Building Number - Room Number, e.g., Northridge Campus - NRG - Building 1000 - 1101.14)*
- *information on how conferences outside of office hours can be arranged*
- *ACC email address*

- *other avenues for contacting the professor, as appropriate (through BlackBoard, e.g.)*

As a general rule, instructors should avoid interacting with students through social media or providing personal phone numbers.

LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES & GENERAL EDUCATION COMPETENCIES

Course-Level Learning Outcomes: Upon successful completion of this course, students will be able to:

- Describe the scientific method and apply it in a geological context
- Describe Earth's major systems and explain how they interact
- Identify common rocks and minerals and interpret how they form
- Describe and interpret the development of landforms and geologic structures
- Construct and interpret geologic and topographic maps, cross-sections, and topographic profiles
- Describe the major sources of water, soil, and sediment pollution and methods for their management
- Explain the theory of plate tectonics and its relationship to earth processes, features, and landforms

Program-Level Learning Outcomes: This course addresses the following program learning outcomes:

- PSLO 1 - Earth as a Complex System: Students will be able to interpret Earth's systems, their interrelationships, and effects on each other.
- PSLO 2 - Deep Time: Students will be able to comprehend the scale and magnitude of deep time, the impact of different time scales on geologic processes, and interpret its relationship to major geological and biological events in the geologic record.
- PSLO 3 - Surface Processes: Students will be able to recognize key surface processes and their connections to geologic features and possible natural and manmade hazards
- PSLO 4 - Earth Materials: Students will be able to analyze and interpret the chemical and mechanical processes that are involved with each stage of the Rock Cycle.
- PSLO 5 - Earth Structure: Students will be able to analyze and interpret plate tectonic deformation processes, the relationship to Earth's structure, and the resultant geological structures and natural hazards.

General Education Outcomes: This course addresses the following general education outcomes:

- Communication Skills - Develop, interpret and express ideas and information through written and visual communication that is adapted to purpose, structure, audience and medium
- Critical Thinking Skills - Gather, analyze, synthesize, evaluate and apply information for the purposes of innovation, inquiry and creative thinking
- Empirical and Quantitative Skills - Apply mathematical, logical and scientific principles and methods through the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork - Consider different points of view to work collaboratively and effectively in pursuit of a shared purpose or goal

COURSE SUBJECT

CATALOG DESCRIPTION

This course is an introduction to geology, minerals, rocks, plate tectonics, geological processes, landforms, and structural geology.

COURSE RATIONALE

As the world's population grows and expands, humans are placing a greater demand on earth resources, encountering geologic hazards more frequently, and are causing a rapid change in the world's climate. College-educated consumers, voters, and decision-makers need to understand the scope and impact of these changes and the limitations that science and technology have in reducing their negative effects. This course provides a basic understanding of geology and the methods used by geologists for studying Earth. Students learn critical thinking and empirical reasoning skills that can be applied to any career or pursuit.

COURSE OUTLINE/CALENDAR

The syllabus should contain a course outline for the lecture (and laboratory), outlining what students will be doing on what days, identifying test dates and other due dates. Instructors are encouraged to add a statement of variance, such as:
"Please note that schedule changes may occur during the semester. Any changes will be announced in class and posted as a Blackboard Announcement (or other resource faculty is using to communicate)."
The specifics of the course outline are up to the instructor, however the following topics are required and must be taught during the semester. Optional topics are in green.

- *Basic Concepts*
    - *Scientific Method*
    - *Formation of the Solar System*
    - *Basic features of Solar System*
    - *Formation of the Moon*
    - *Composition of the Earth*
    - *Structure of the Earth*
    - *Atmosphere*
    - *Hydrosphere*
- *Plate Tectonics and Earth Processes*
    - *Evidence for Continental Drift*
    - *Structure of Tectonic Plates*
    - *Major Plates*
    - *Plate Boundaries and Related Processes*
    - *Continental Structure*
    - *Hot Spots and Mantle Plumes*
- *Earthquakes*
    - *Elastic Rebound Theory*
    - *Seismic Waves*
    - *Magnitude*
    - *Intensity*
    - *Epicenter vs. Hypocenter/Focus*
    - *Earthquake Hazards*
- *Basic Chemistry*
    - *Atomic Components*
    - *Atomic Weight*
    - *Atomic Number*
    - *Isotopes*
    - *Types of Atomic Bonds*
    - *Ions*
    - *Common Elements and Symbols*
- *Mineralogy*
    - *Features of Minerals*
    - *Physical Properties of Minerals*
    - *Mineral Recognition*
    - *Polymorphs*
    - *Factors Affecting Crystal Growth and Stability*

    - *Major Mineral Compositional Groups*
    - *Silicate Minerals*
        - *Silicate tetrahedron*
        - *Silicate tetrahedron arrangements*
    - *Important Rock-forming Minerals & Formulae (where listed)*
        - *Olivine, Quartz, Plagioclase feldspars, Potassium feldspars, Biotite, Muscovite, Pyroxenes, Amphiboles, Clay minerals, Calcite , Dolomite, Halite, Gypsum, Garnet*
- *Igneous Petrology*
    - *Origin of Igneous Rocks*
    - *Igneous Rock Textures*
    - *Igneous Rock Compositions*
    - *Recognition of Igneous Rocks*
        - *Basalt, Andesite, Rhyolite, Peridotite, Gabbro, Granite, Diorite, Pumice, Obsidian, Tuff*
- *Volcanoes and Volcanism*
    - *Intrusive vs. extrusive igneous processes*
    - *Types of volcanoes*
    - *Eruptive styles*
    - *Characteristics of lava*
    - *Plutons*
    - *Relationship of Igneous Activity to Plate Boundaries*
    - *Magmatic Differentiation*
- *Sedimentary Petrology*
    - *Clastic Sedimentary Rocks*
    - *Chemical Sedimentary Rocks*
    - *Organic Sedimentary Rocks*
    - *Weathering*
    - *Diagenesis*
    - *Depositional Environments*
    - *Sedimentary Structures*
        - *Stratification*
        - *Crossbedding*
        - *Ripple marks*
        - *Mudcracks*
    - *Recognition of sedimentary structures*
    - *Recognition of Sedimentary Rocks*

        - *Conglomerate, Sandstone, Siltstone, Shale, Fossiliferous limestone, Micrite, Chalk, Travertine, Dolomite, Rock salt, Rock gypsum, Chert, Coal*
- *Metamorphic Petrology*
    - *Types of Metamorphism*
    - *Forces of Metamorphism*
    - *Mineral Stability Relative to Temp./Pressure Conditions*
    - *Metamorphic Grade*
    - *Metamorphic Facies*
    - *Metamorphic Rock Textures*
    - *Recognition of Metamorphic Rocks*
        - *Gneiss, Schist, Phyllite, Slate, Marble, Quartzite, Hornfels, Metaconglomerate, Anthracite, Amphibolite*
- *Stratigraphy and Time*
    - *Geologic Time Scale*
        - *Periods of Phanerozoic (in order)*
        - *Precambrian*
        - *Dates of era boundaries*
        - *Time Units*
    - *Absolute vs. Relative Ages*
        - *Landform Development*
        - *Radiometric Dating*
    - *Principles of Stratigraphy*
        - *Faunal succession*
        - *Original horizontality*
        - *Original lateral continuity*
        - *Superposition*
        - *Cross-cutting relationships*
        - *Inclusion*
    - *Interpreting sequence diagrams (relative dating)*
    - *Unconformities*
- *Structural Geology*
    - *Stress*
    - *Strain*
    - *Fractures*
    - *Faults*
        - *Characteristics of dip-slip faults and strike slip faults*
    - *Folds*
        - *Anticlines, synclines, basins, domes, plunging folds*

    - *Interpreting block diagrams*
    - *Strike and Dip*
- *Fluvial Processes*
    - *River Systems*
        - *Fluvial Erosion*
        - *Sedimentary Load*
        - *Drainage Basins*
- *Groundwater*
    - *Hydrologic Cycle*
    - *Controls on Groundwater Flow*
    - *Aquifers and Aquitards*
    - *Karst Terrain Development*
- *Mass Wasting*
    - *Types of Mass Wasting Events*
    - *Movement in Mass Wasting Events*
    - *Safety Factor*
- *Eolian Processes*
    - *Modes of Transport by Wind*
    - *Controls on Dune Formation*
    - *Types of Dunes*
    - *Controls on Desert Formation*
- *Coastal Processes*
    - *Rivers/deltas*
    - *Glaciers*
    - *Organisms*
    - *Tides*
    - *Waves*
    - *Currents*
    - *Primary vs. secondary coastlines*
    - *Emergent vs. submergent coastlines*
- *Glaciation*
    - *Ice Growth and Decay*
    - *Glacial Movement*
    - *Glacial Erosion*
    - *Glacial Deposition*
    - *Alpine vs. Continental Glaciation*
    - *Glacial Landforms*
    - *Ice Ages in Past*

    - *Controls on Climate*
    - *Effects of Ice Ages*
    - *Climate Change and Effects*
- *Maps and Diagrams*
    - *Topographic Map Interpretation*
        - *Contouring*
        - *Topographic profiles*
        - *Symbols*
    - *Geologic Map Interpretation*
        - *Symbols*
        - *Geologic cross-sections*
    - *Photograph Interpretation*
        - *Aerial stereopairs*
        - *Satellite imagery*
        - *Landscape evolution*
    - *Latitude and Longitude*

Per the General Education outcomes, this course must include a writing assignment, visual communication assignment, critical thinking assignment, empirical skills assignment, and a teamwork assignment.

READINGS

REQUIRED TEXTS/MATERIALS/SOFTWARE

Any required textbooks, readings, laboratory manual, or software should be listed here. One may also list optional texts, such as study guides.

COURSE REQUIREMENTS

Faculty should detail their course policies and expectations. Many of these policies are defined by departments and will therefore be the same across all courses of that discipline.

GRADING SYSTEM

Grading criteria should be clearly explained in the syllabus. The criteria should specify the number of exams and other graded material (exercises, term papers, homework, assignments, projects, etc.), and the weight assigned to them. Instructors should discuss the format of exams (multiple choice, short answer, essay, matching, combination, etc.). Guidelines for other graded materials, such as homework or projects, should also be included in the syllabus. Having explicit detail in this section helps to more easily resolve issues with student grades should they arise. Links to grading and evaluation rubrics could also be included here.

ATTENDANCE/PARTICIPATION

Each instructor should clearly express their attendance and class participation policies. The instructor also needs to be explicit about whether the class is synchronous or asynchronous, and what activities, e.g., discussion boards, have mandatory participation. If the course has a laboratory component, clear guidance is needed on how the laboratory activities will be conducted.

If there are specific policies for field or laboratory activities, they could be included here. Some suggested wording is:
"Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class."

Or for online courses:
"Regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class."

And to cover situations where classes are cancelled because of weather, pandemic, or other emergencies:
"The student is responsible for communicating with their professor during the closure and completing any assignments or other activities designated by their professor."

WITHDRAWALS

This should be clearly stated. The College defines withdrawals as occurring after the official reporting date of the semester, typically the 12th class day. In addition, the Legislature has mandated the Rule of Six (see below). There may also be financial aid issues.

Some possible wording might be:
"It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the Final Withdrawal Date. **The Final Withdrawal Date for this semester is [insert date here]**. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals."

MISSED EXAMS & LATE WORK POLICIES

Each instructor should clearly express their policies with regard to missed exams, late homework or laboratory exercises, etc. Again, this helps immensely when dealing with student grade disputes.

INCOMPLETES

This policy should also be clearly stated. Recommended wording is:

"An incomplete (grade of "I") will only be given for extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion, while following any rules or guidelines set by the department. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor and given on the "Report of Incomplete" form. This date is often about three weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is

appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.

2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.

3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.

4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.

5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted."

POLICY ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

For the benefit of both faculty and students, it is critical for each instructor to specify how and to what extent (if any) generative artificial intelligence (GAI) is incorporated into their course. To assist with this, a working group of interdisciplinary faculty at ACC has developed a template, guidelines, and examples: these are available on the Artificial Intelligence Draft Policies website. Examples include options ranging from the forbidding of any GAI use to moderate incorporation into the curriculum to significant integration of GAI into the course curriculum. The statement should include:

- *Introduction – Introduce your policy on GAI use in the course*
- *Rationale – State why GAI is prohibited/permitted/required to be used in the course*
- *Definition of GAI – Define what GAI is in the context of the course*
- *Resources – In courses that permit or require GAI, provide resources that guide students on how to properly use GAI in the course*
- *Assessment – In courses that permit or require GAI, clarify if and how its use will be assessed in the completion of activities*
- *Penalties – Clearly state the consequences of violating the GAI policy*
- *Exceptions – Explain any conditions under which there may be an exception to the GAI policy in the course*
- *Usage Permissions –*
  a. *Prohibited – Clearly state what GAI activities are not allowed*
  b. *Permitted – Clearly state what GAI activities are allowed*
  c. *Required – Clearly state what GAI activities are required*

Recommended wording is:

Definition of GAI: Generative AI refers to artificial intelligence systems that can generate text, images, or other content based on minimal human input. Examples: ChatGPT, Gemini, etc.

The use of generative AI (GAI) is permitted in this course under certain conditions to enhance learning while maintaining academic integrity. GAI is permitted to foster technological fluency and to leverage advanced tools for research, as long as it does not substitute for critical thinking and learning. GAI can be used for initial research and idea generation. It is not to be used for final submissions of assignments and taking exams. If this course requires submission of a research paper, GAI cannot be used for generating images, maps and diagrams. GAI can be used as a research tool but cannot be used for the final identification of rocks, minerals, fossils or wildlife. Students using GAI must use proper citations. GAI can be inaccurate, and students should verify content. The ACC Library Services AI Guide provides information on how to properly cite using AI and techniques for use. Contributions of GAI must be clearly cited and will be assessed on the student's ability to critically analyze and integrate the AI-generated content. Misuse of GAI, including a failure to cite, will be considered a breach of academic integrity, with consequences including a failing grade for the assignment and academic review. Should the technology be

required as an accommodation, exceptions will be made on a case-by-case basis.

GAI Data Privacy and Security: In accordance with our dedication to privacy and security, students are advised to refrain from sharing any sensitive or personally identifiable information on GAI platforms. Given that content inputted into or generated by these platforms may become accessible to the platform's operators,

caution is advised. Always ensure your data is clean, accurate, and does not include personal information before interacting with these technologies.

GAI Bias, Discrimination, and Falsehood: Students are cautioned that GAI may inadvertently produce biased or inaccurate content. It is incumbent upon the student to critically evaluate and verify the information provided by these platforms. Relying on unverified GAI content for academic work is unacceptable and may lead to disciplinary action

GAI Academic Honesty: Generative AI tools, such as ChatGPT and others, are rapidly evolving technologies that have great potential in all realms of human endeavor, including teaching and learning. They also pose serious challenges, particularly with regard to academic integrity. At Austin Community College, the use of these tools in coursework, like any others, is subject to the same standards outlined in the college's Academic Integrity policy.

Presenting AI-generated content as your own without proper attribution is considered a violation of academic integrity. All work you submit must reflect your own understanding and effort. If you use generative AI to help with your work, you must clearly acknowledge how and where it was used. Intellectual honesty is essential to a fair and supportive academic environment.

If there is any doubt, consult with your instructor before using AI tools.

The sections above are required parts of every instructor's course syllabus.

The following may be included in a course syllabus, but are also available on the ACC website through links in both BlackBoard and Lighthouse. These are statements of which all students should be aware and which are consistent across the institution. ***The wording of these statements should not be changed by instructors.***

COLLEGE POLICIES

Health & Safety Protocols

Operational areas of ACC campuses and centers are fully open and accessible through all public entrances. The college encourages its staff, faculty, and students to be mindful of the well-being of all individuals on campus. If you feel sick, feverish, or unwell, please do not come to campus.

Statement on Academic Integrity

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of

the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at the Academic Integrity website.

Any course specific policies, expectations, or procedures could be included here.

Student Rights & Responsibilities

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state, and federal laws. Student Rights & Responsibilities

As a student of Austin Community College you are expected to abide by the Student Standards of Conduct.

Senate Bill 212 and Title IX Reporting Requirements

Under Senate Bill 212 (SB 212), the faculty and all College employees are required to report any information concerning incidents of **sexual harassment, sexual assault, dating violence, and stalking** committed by or against an ACC student or employee. Federal Title IX law and College policy also require reporting incidents of **sex- and gender-based discrimination and sexual misconduct**. **This means faculty and non-clinical counseling staff cannot keep confidential information about any such incidents that you share with them.**

If you would like to talk with someone confidentiality, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online, go to the Counseling website.

While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; compliance@austincc.edu .

If a student makes a report to a faculty member, the faculty member will contact the District Title IX Officer for follow-up.

Student Complaints

A defined process applies to complaints about an instructor or other college employee. You are encouraged to discuss concerns and complaints with college personnel and should expect a timely and appropriate response. When possible, students should first address their concerns through informal conferences with those immediately involved; formal due process is available when informal resolution cannot be achieved.

Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability.

Further information about the complaints process, including the form used to submit complaints, is available at the Student Complaint Procedures website.

Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a fellow student.

Class grades should be posted in Blackboard, and this could be mentioned here.

Recording Policy

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act.

Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely through BlackBoard or another platform. Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.

Safety Statement

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at the Emergency Management website.

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of

another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.

In the event of disruption of normal classroom activities due to an emergency situation or an outbreak of illness, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

Smoke, Vaping, & Tobacco-Free Environment

ACC provides a smoke/vape- and tobacco-free environment for all College vehicles, facilities and all campuses. The College prohibits the use, distribution, and/or sale of tobacco, smoke, and nicotine vapor products and devices by any person on all premises owned, rented, leased or supervised by the College, including all College facilities, buildings, grounds, and vehicles. This prohibition applies to property owned by others that the College uses by agreement, and further applies to all College and personal vehicles on ACC District property. Campus Managers and Campus Coordinators are required to inform anyone on their campus or in their center who are violating this rule that they are doing so and, if the violator is a student, the Dean of Student Affairs must initiate disciplinary procedures.

Campus Carry

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy.

It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-1231. Please refer to the concealed handgun policy online at the Campus Carry website.

Discrimination Prohibited

The College seeks to maintain an educational environment free from any form of discrimination or harassment including but not limited to discrimination or harassment on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, or disability.

Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to

the Manager of Title IX/Title VI/ADA Compliance. Licensed clinical counselors are available across the District and serve as confidential resources for students. Additional information about Title VI, Title IX, and ADA compliance can be found in the ACC Compliance Resource Guide.

Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college- related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at the ACC Email Q&A website.

Use of the Testing Center

The Testing Centers will allow only limited in person testing and testing time will be limited to the standard class time, typically one and one-half hours. Specifically, only the following will be allowed in the Testing Centers:

- Student Accessibility Services (SAS) Testing: All approved SAS testing
- Assessments Tests: Institutionally approved assessment tests (e.g., TSIA or TABE)
- Placement Tests: Placement tests (e.g., ALEKS)
- Make-Up Exams (for students who missed the original test): Make-up testing is available for all lecture courses but will be limited to no more than 25% of students enrolled in each section for each of four tests
- Programs incorporating industry certification exams: Such programs (e.g., Microsoft, Adobe, etc.) may utilize the ACC Business Assessment Center for the industry certification exams (BACT) at HLC or RRC

The instructor should provide additional information about how they will conduct examinations and other assessments here.

STUDENT SUPPORT SERVICES

The success of our students is paramount, and ACC offers a variety of support services to help, as well as providing numerous opportunities for community engagement and personal growth.

Student Support

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these campus services and resources is available at the Student Resources website. A comprehensive array of student support services is available online at the Student Support website.

Student Accessibility Services

Austin Community College (ACC) is committed to providing a supportive, accessible, and inclusive learning environment for all students. Each campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services (SAS).

Students are encouraged to request accommodations prior to the beginning of the semester, otherwise the provision of accommodations may be delayed. Students who have received accommodations from SAS for this course will provide the instructor with the legal document titled "Faculty Notification Letter" (FNL) through the Accessible Information Management (AIM) portal.

Until the instructor receives the FNL, accommodations should not be provided. Once the FNL is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student's best interest to request their accommodations as soon as possible prior to the beginning of the semester.

Please contact SAS@austincc.edu for more information.

Student Technology Support

Austin Community College provides free, secure WiFi to students and employees at all campus locations.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit Student Technology Access.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit Student Technology Access

Academic Support

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

Additional tutoring information can be found here: Online Tutoring

Library Services

ACC Library Services offers both in-person and extensive online services, with research and assignment assistance available in-person during limited hours of service. Although all college services are subject to change, plans include ACC students signing up for study space and use of computers at open libraries, extensive online instruction in classes, online reference assistance 24/7 and reference with ACC faculty librarians. In addition, currently enrolled students, faculty and staff can access Library Services online (also 24/7) via the ACC Library website and by using their ACCeID to access all online materials (ebooks, articles from library databases, and streaming videos). ACC Libraries offer these services in numerous ways such as: "Get Help from a Faculty Librarian: the 24/7 Ask a Librarian chat service," an online form for in-depth research Q and A sessions, one-on-one video appointments, email, and phone (voicemail is monitored regularly).

- Library Website
- Ask a Librarian 24/7 chat and form
- Library Hours of Operation by Location
- Email: library@austincc.edu

Parent and Family Engagement Services

ACC understands how important parent and family support is to every student's college journey. From parents and siblings to stepparents, grandparents, partners, and loved ones, the Parent and Family Engagement Office at ACC is committed to empowering families to support student success. The office provides a family orientation to ACC, free workshops explaining the world of higher education (financial aid, student resources, career and transfer services, etc.), a monthly newsletter full of student success tips, and a website designed to answer family members' frequently asked questions. All students, especially first-generation students, are encouraged to share these resources with their families and invite them to be part of the Riverbat experience. Contact familyengagement@austincc.edu or visit the Parent & Family Engagement website for more information.

Academic Adjustments for Pregnant Students

ACC works with each student to provide academic adjustments that best meet their needs, including for students who are pregnant. Examples of such adjustments may include but are not limited to:

- Breaks during class, as needed
- Excused absences or a leave of absence
- Making up missed assignments or assessments
- Additional time to complete assignments in the same manner as the institution allows for a student with a temporary medical condition

Additional examples and further information are available at the Accommodations for Pregnant Students website. To request adjustments due to pregnancy, contact equalopportunity@austincc.edu.

Student Organizations

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at the Student Life website.

Personal Support

Resources to support students are available at every campus. To learn more, ask your professor or visit the campus Support Center. All resources and services are free and confidential. Some examples include, among others:

- Food resources including community pantries and bank drives can be found here at the Central Texas Food Bank website.
- Assistance with childcare or utility bills is available at any campus Support Center
- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes
- Help with budgeting for college and family life is available through the Student Money Management Office.
- A full listing of services for student parents is available at the Child Care website.

Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns at the Counseling website.

If you are struggling with a mental health or personal crisis, call one of the following numbers to connect with resources for help. However, if you are afraid that you might hurt yourself or someone else, call 911 immediately.
Free Crisis Hotline Numbers:

- Austin / Travis County 24-hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24-hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **988** or **1-800-273-TALK (8255)**
- Crisis Text Line: **Text "home" to 741741**
- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline:**1-800-950-NAMI (6264)**

Some faculty may consider adding a student sign-off page at the end of the syllabus to be removed and handed back to the instructor providing evidence that the student received a copy of the syllabus and had an opportunity to ask questions, but such a page is optional.