

Course Syllabus

1 credit hour, 1 lab hour

Instructor: **Name**

Office:

Phone: 512-xxx-xxxx

Email:

Blackboard access available at <http://acconline.austincc.edu/>

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

Office Hours: Location: _____ Days: _____ Hours: _____

Other times can be arranged by appointment.

Course Data: Section: , Synonym: , Type of Delivery: Campus/Room: Time:

Course Description: This is a developmental level course designed for entering freshmen with priority needs. It provides an overview of key aspects, knowledge, and skills needed in the transition to college life. Students identify their educational goals, personal strengths, and areas for development; become familiar with college resources and services; and briefly explore strategies for academic success such as time management, and study skills.

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Course Purpose: The purpose of this course is to facilitate students' transition into and success at Austin Community College.

Course Objectives:

- To provide you with an orientation to the college experience, ACC, and the course itself.
- To identify your expectations, motivation, strengths and areas for improvement.
- To assist you in setting effective academic, personal, and career goals.
- To ensure that you are familiar with college support services and resources.
- To increase your skills in self-management to help you to succeed.
- To introduce essential learning and study skills for college-level work.

Instructional Methodology:

This statement identifies the format in which the instruction occurs:

- *lecture*
- *online*

- *online DLS*
- *hybrid*

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

This course will include the following learning strategies: Lecture, videos, individual assessment and application exercises, journals, small and large group activities, online activities, papers, exams, and presentations.

(Instructor should adjust this description as appropriate.)

Required Texts/Materials:

(Instructor may adjust textbooks from approved list.)

Achieve College Success... In 20 Hours or Less, 4/e, by Raymond Gerson

OR

Syrett, H., et al. Learning Framework: Strategies for College Success. OER Commons, <https://www.oercommons.org/courseware/8434>. [CC BY-NC-SA-4.0](#)

OR

Keys to College Success Compact, by Carter and Kravits

OR

Another departmental approved textbook

A notebook for notetaking and keeping papers and handouts organized.

Technology Requirements (for online and hybrid)

For help with Blackboard, visit: <http://irt.austincc.edu/blackboard/StudentSupport.php>

- Students are required to have regular, reliable access to a computer with an Internet connection.
- Students must be able to save files as .docx. Microsoft Office 365 is available free at [this link](#). (<https://drive.google.com/file/d/0B1Q30XIpPV5pUWs1aEVjMjUN3FXSjRfZ3JIZkxMdjRfdWJF/view>)
- Students must be able to scan documents (there are free apps for phones and tablets).
- Students must be able to save scanned documents as .pdf or jpeg files.
- Access to a printer is recommended but not required.
- The following minimum hardware and software requirements are necessary:

	Minimum	Recommended
Operating System	Windows XP, Vista, or 7 Mac OSX 10.5, 10.6, or 10.7	Windows Vista or 7 Mac OSX 10.6 or 10.7
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps.	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Browser	IE8, IE9, Safari 4+, Chrome or Firefox	Firefox
Java	Java is required to use Blackboard. <u>Visit the Java Help Center for information about troubleshooting Java.</u>	

Technology Support Services

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/sts>.

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 <http://www.austincc.edu/sts>.

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 <http://www.austincc.edu/sts>.

Participation and Attendance Policy

Instructors should clearly express their attendance and class participation policies. The instructor needs to be explicit about whether the class is synchronous, asynchronous, hybrid, or in-person and what activities (ex: discussion boards, orientation quiz) have mandatory participation.

Instructors should edit this section according to specific individual attendance policies but should include detailed information on how attendance and tardiness are handled and when an instructor can/will drop for missed classes. Attendance can be a % of the final grade, can add or subtract points from the final grade, etc. Having a clear attendance and withdrawal policy helps with student complaints and grade disputes.

Suggested wording:

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.”

Grading

Instructor should edit according to his/her policies, assignments, grading scheme, etc. Additional or alternative assignments (i.e., discussion boards, journals) may be included as long as they meet the Student Learning Outcomes.

The following elements will be used in calculating the course grade:

1. The Time Management Project – You will monitor your use of time over the course of a week and compare it to how you estimated you would be using your time. The completed assignment includes your time monitor log and completed reflection questions. **Each reflection answer should be typed and have a response of at least 200 words.**

2. Goal Setting Assignment – This assignment is based on the goal setting process that we will study during the course. You will select a specific short-term goal, based on your Personal Action Plan, which you intend to accomplish within one week. Your goal setting paper will be a two-page reflection on the results of your efforts and what you learned from the process. Be sure to follow the instructions for paper formatting.

3. Career Exploration/Planning activities – Students will complete two sections (Career Readiness and Self-Assessment) of the FOCUS2 online career assessment and identify your top career matches. You will also submit reflection questions regarding two selected careers and two majors.

4. Learning Profile Paper – A summary paper describing your purpose for being in college, your educational experience, motivation and attitudes toward learning, your strengths, weaknesses, and academic/career goals. See the description of this paper included in the syllabus for details.

5. Exams/Quizzes – Exams are given during the semester covering material from the textbook, and class sessions.

Extra Credit: 5 points of extra credit toward your final grade can be earned by completing a combination of the activities listed in the Extra Credit link on the course Blackboard site or in course announcements. Points are assigned based on thoroughness, quality, and depth of the work submitted.

Instructors should include their extra credit policy, if extra credit is offered, including how extra credit should be submitted and the deadlines.

Assignment Due Dates and Late Work Policies

Instructor should edit according to his/her policies

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

The **SDEV 0111 course grade** for each student is determined by averaging the scores earned in each of the areas above and adjusting for attendance as appropriate. The final grade is based on the scale below:

Edit according to grading scheme. Some use a percentage, some use a points total, etc.

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Students can check their grades on Blackboard

(Instructors should edit according to individual policy.)

All assignments are graded within one week of the due date and grades are issued in Blackboard.

(Instructors should edit according to individual policy.)

Exam extensions are only given for a **documented** illness or emergency. Students who need an extension must contact the instructor **before the exam due date** to request an extension.

(Instructors should edit according to individual policy.)

You can use the chart to keep track of your grades and progress.

(Instructors should edit according to individual policy, assignments, grading scheme.)

ASSIGNMENTS	PERCENTAGE	EARNED GRADE
Time Management Project	FILL	
Goal Setting Paper		
Career Exploration Assignment		
Learning Profile Paper		
Exams		
TOTAL POSSIBLE POINTS	100 %	
Extra Credit	5 (added to final grade)	

Withdrawal: 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 last day to withdraw is **FILL**. 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.

Incomplete Grade: Students are expected to complete the course within the session time frame. A grade of incomplete will only be given in very special circumstances and only if the student has a passing grade at the time of the request. Agreement between the instructor and student **MUST** take place before the end of the semester in order for an Incomplete grade to be entered. If you fail to complete the requirements of the incomplete grade agreement by the due date, you will receive a grade of "F."

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.

Classroom Climate: (*For HYB, F2F - Instructors should adjust as necessary*)

Learning takes place best in a setting where there is respect, positive regard, and freedom from distraction. It is my responsibility and intention to provide these conditions during the semester, and I will need your help to do so.

- Make every effort to **arrive on time** for class. If you are delayed, please enter quietly and take the seat closest to the door to avoid disrupting the class.
- Treat others with the respect and courtesy that you would want for yourself.
- Refrain from engaging in work for other courses while in class.
- All **cell phones or other electronic devices should be silenced** during class. Please do not use your phones while class is in session since that it is a distraction to you and others. **Students who are on their phones during class will be marked as absent** for that class session.

Grading Standards for SDEV 0111

The following descriptions provide guidance on the standards of performance for grades earned in the course:

“A” level work

Responds fully and accurately to the requirements of the assignment; demonstrates excellence in thinking, creativity and performance throughout; is clear, thorough, and well-organized with ample supporting examples and details; is well-presented with very few, if any, errors of grammar, spelling, punctuation, and format.

“B” level work

Responds well to the requirements of the assignment; demonstrates sound thinking and competent performance throughout; is clear, fairly thorough, and well organized with sufficient supporting examples and details; is presented with few errors of grammar, spelling, punctuation, and format.

“C” level work

Responds to most of the requirements of the assignment; demonstrates mixed levels of thinking and only adequate performance throughout; is occasionally clear, lacks thoroughness, and has some organization with few supporting examples or details; is presented with several errors of grammar, spelling, punctuation, or format.

“D” level work

Responds to few of the requirements of the assignment; demonstrates poor levels of thinking and inadequate performance throughout; is unclear or incomplete, and is poorly organized with little or no supporting examples or details; is poorly presented and includes several major errors of grammar, spelling, punctuation, or format.

“F” level work

Fails to respond to the requirements of the assignment; does not demonstrate evidence of thinking or concern for performance; is thoroughly confusing, incomplete, and disorganized with significant flaws in grammar, spelling, punctuation, and format throughout.

It is my responsibility as the instructor to determine the grade based on these criteria, but by evaluating and revising your work according to these standards *prior* to handing it in, you can increase its quality and the level of your success in *all* of your courses.

Adapted from work by Richard Paul and the Critical Thinking Consortium, Sonoma State University, CA

Weekly Session Schedule

**Instructor should edit according to his/her course schedule and assignments.
Add specific meeting days for DLS/HYB/F2F or weekly dates for ONL DIL**

(Faculty should include a detailed session schedule based on textbook, assignments, due dates and how often a course meets. The Session Schedule should clearly indicate all due dates. The following is included as an example only.)

<u>Session</u>	<u>Topics</u>	<u>Assignments Due</u>
Week #1 *add dates*	Course Orientation Orientation to Course; Syllabus Review	
Week #2 *add dates*	Chapter 1: Manage the Transition to College The Rewards and Risks of College	Read Syllabus (thoroughly!) Read Welcome and Chapter 1
add dates	Chapter 2: Set Yourself Up for Success Campus Resources, Success in College	Read Chapter 2 DUE: Resource Scavenger Hunt

This is the expected schedule of activities. I will let you know if there are any changes.

Instructions for Discussion Boards

Instructor should edit/remove according to his/her assignment details.

The following information is a general overview of the Discussion Board and how the Discussion Board Posts will be evaluated. Discussion Board Posts are scored using a Rubric, which is included below. First, read the article or prompt on Blackboard for each Discussion Board. Formulate and post your response using academic wording, with complete sentences, including formal grammar, spelling, and punctuation. No slang or abbreviation (these aren't text messages!)

Post your response by selecting "Create a New Thread." **Post your initial response to the discussion prompts by Fridays at 11:59 pm.** Your initial post should be a minimum of **250 words**, though a thorough response will likely exceed the minimum. Then, post at least two responses to your peers by Sundays at 11:59 pm. Each response should be a minimum of **100 words**.

TIP: Type your response in Word to spell check and proofread and then copy and paste into the Discussion Board. **DO NOT POST YOUR DISCUSSION BOARD AS AN ATTACHMENT!**

The following is the Rubric for Discussion Board Grading.

Initial posts are worth 50% of the grade and each peer response is worth 25%.

Criteria	Excellent (A)	Very Good (B)	Competent (C)	Novice (D or F)
Initial Post	45 to 50 points The post goes beyond the requirements of the prompts and demonstrates deeper analysis, insight, and application options. Post follows the structure of the discussion prompt. Student Post is a minimum of 250 words but more often exceeds the minimum. Post is free of grammatical, punctuation,	40 to 45 points Post demonstrates sufficient knowledge in response to the prompts at an adequate depth. Post follows the structure of the discussion prompt. Student Post is a minimum of 250 words with minor punctuation and grammatical errors.	35 to 40 points Post provides basic information without further analysis of the concept; lacks depth of knowledge, reasoning, and/or application. May not include all components of the discussion prompt. Significant grammar, spelling, or punctuation issues. Post is	0 to 34.5 points Post does not accurately address the prompt, rambling and/or without consistency. Major grammar, spelling, or punctuation issues. Does not follow the structure or content of the prompt. OR, did not post.

	proofreading errors.		less than 250 words.	
Peer Responses	45 to 50 points Responds to two other students with 100-word responses, but more often exceeds the minimum. Responses go beyond the requirements and demonstrate deeper analysis and insight; Responses are free of grammatical and proofreading errors.	40 to 45 points Responds to two other students with 100-word responses. Responses have minor grammatical, punctuation, proofreading errors.	35 to 40 points Responds to one peer with a 100-word response. OR, responds to two peers but with less than 100-word minimum. Significant grammar, spelling, or punctuation issues.	0 to 34.5 points Does not respond to peers. Or, one peer response is posted but significantly less than the 100-word minimum and contains significant grammar, spelling, or punctuation issues.

The Learning Profile Paper

Instructor should edit according to his/her assignment details.

The Learning Profile paper is *a three- to four-page paper* summarizing key elements of your personal learning experience. The paper should be an honest, open appraisal of your past experiences and self-knowledge and insights from activities you have completed (FOCUS, Time Project, etc.). Your paper should address the elements outlined in the general framework identified below, but *do not* just mechanically answer the questions. Using the four key elements described below, be creative and make the paper reflect you in a personally meaningful way.

1. Describe your purposes for attending college. Relate a few of your most important reasons for continuing your educational experience. Relevant topics might be:

- Why are you attending college?
- What do you expect to gain from your efforts?
- How important is this decision to you?
- How clear are you about your major area of study?

2. Briefly describe your own “educational journey” from the perspective of the past, present, and future, addressing the issues below:

- How has your educational experience gone up to this point?
- What “lessons” *about yourself as a learner* did you learn in school at elementary, junior high and high school levels (the good ones and the not so good ones)?
- How might these earlier experiences affect your college learning now?
- What sort of attitude and motivation do you feel for continuing your studies?
- What are your current hopes and concerns about being in college?
- What are your specific academic goals for this semester?
- What is your main academic goal for the next two to three years?
- What are some potential barriers to achieving what you want in college?
- How committed are you to achieving that goal?
- What specific behaviors demonstrate your level of commitment *in action*?
- How positive and confident are you about creating that outcome?

3. Discuss what you have learned from the various exercises and inventories we have covered in this class so far (FOCUS2, multiple intelligences, Strategic Learning Model, Time Log, etc.). *Be specific and detailed.*

- What are your key strengths *and* limitations as a learner?
- What are your preferred learning modalities and contexts?
- Which strategies are you applying to support and expand your learning preferences?
- What changes are you making in your study practices to increase your learning?

4. Describe how taking this course can help you achieve your goals.

- What is the most helpful thing you have learned in this course and why?
- What are you willing to do to succeed in this course and in school? (*Be specific*)

Don’t sit down and write this paper all at once. Gather the information, work on it a section at a time and give yourself time to reflect on and refine what you have written.

Paper Formatting

Instructor should edit according to his/her expectations

All papers should be typed, double-spaced, using a standard font style (Times, Times New Roman, Century, Helvetica, Cambria, Calibri, etc.), **12-point type** with **1-inch margins** on all sides. Check before you write your paper to make sure the settings in your computer program are appropriate. If you need assistance, you can get help in the Learning Lab or Computer Center from a tutor or staff member.

Prepare **a cover sheet** for your paper with the title of your paper, your name and the date, and the name of your instructor and the course.

Make sure your paper has an introduction, clearly defined body paragraphs, and a strong conclusion.

These papers are graded on the basis of your effort and insight. Be sure to **PROOFREAD** carefully, using the computer tools for correcting spelling and grammar errors. However, do not rely solely on these tools. Read your paper out loud to yourself or a friend to catch errors.

College Policies

Health & Safety Protocols

Operational areas of ACC campuses and centers are fully open and accessible through all public entrances. While some health & safety protocols are no longer mandatory, 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.

Some important things to remember:

If you have not done so, ACC encourages all students, faculty, and staff to get vaccinated.

COVID-19 vaccines are now widely available throughout the community. Visit www.vaccines.gov/ to find a vaccine location near you.

If you are experiencing COVID-19-related symptoms, please get a COVID-19 test as soon as possible before returning to an ACC facility. Testing is now widely available.

If you test positive, please report it on the [ACC self-reporting tool located here](#).

ACC continues to welcome face masks on campus. Per CDC guidelines, face masks remain a good way to protect yourself from COVID-19. The college cannot mandate indoor masking, but is encouraging it during this spike in cases as a result of the Delta variant.

The college asks that we all continue to respect the personal space of others. We are encouraging 3 feet of social distancing.

Please be sure to carry your student, faculty, or staff ID badge at all times while on campus.

Because of the everchanging situation, please go to ACC's Covid website at <https://www.austincc.edu/coronavirus?ref=audiencemenu> for the latest updates and guidance.

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 <https://www.austincc.edu/about-acc/academic-integrity-and-disciplinary-process>

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. www.austincc.edu/srr

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

<https://www.austincc.edu/students/students-rights-and-responsibilities/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 confidentially, 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: <https://www.austincc.edu/students/counseling>.

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:

<http://www.austincc.edu/students/students-rights-and-responsibilities/student-complaint-procedures>

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.

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 Collaborate 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 <http://www.austincc.edu/emergency>

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.

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 <http://austincc.edu/campuscarry>

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 available at:

<https://drive.google.com/file/d/1o55xINAWNvTYgI-fs-JbDyuaMFDNvAjz/view>

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:

<http://www.austincc.edu/help/accmail/questions-and-answers>

Use of the Testing Center

For Fall 2021, 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

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 <http://www.austincc.edu/students>. A comprehensive array of student support services is available online at: <https://www.austincc.edu/coronavirus/remote-student-support>

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 when they register for courses or at least three weeks before the start of each semester they are enrolled, otherwise the provision of accommodations may be delayed. Students who have received approval for accommodations from SAS for this course must provide the instructor with the legal document titled “Notice of Approved Accommodations (NAA)” from SAS.

Until the instructor receives the NAA from the student accommodations should not be provided. Once the NAA is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student’s best interest to deliver the NAA on the first day of class.

Please contact SAS@austincc.edu for more information.

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.

An online tutor request can be made here:

<https://de.austincc.edu/bbsupport/online-tutoring-request/>

Additional tutoring information can be found here:

austincc.edu/onlinetutoring

Library Services

ACC Library Services will be offering both in-person and extensive online services for Fall 2021, with research and assignment assistance available in-person during limited hours of service. Although all college services are subject to change this fall, 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: <http://library.austincc.edu>
- Library Information & Services during COVID 19: <https://researchguides.austincc.edu/LSinfoCOVID19>
- Ask a Librarian 24/7 chat and form: <https://library.austincc.edu/help/ask.php>
- Library Hours of Operation by Location: <https://library.austincc.edu/loc/>
- Email: library@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 <http://sites.austincc.edu/sl/>.

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:
- <https://www.centraltexasfoodbank.org/food-assistance/get-food-now>
- Assistance with childcare or utility bills is available at any campus Support Center: <http://www.austincc.edu/students/support-center>.
- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes: <http://www.austincc.edu/SEF>.
- Help with budgeting for college and family life is available through the Student Money Management Office: <http://sites.austincc.edu/money/>.
- A full listing of services for student parents is available at: <https://www.austincc.edu/students/child-care>
- The CARES Act Student Aid will help eligible students pay expenses related to COVID-19: <https://www.austincc.edu/coronavirus/cares-act-student-aid>.

Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns: <http://www.austincc.edu/students/counseling> .

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: 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 it is optional.