

CRIMINAL JUSTICE DEPARTMENT COURSE MASTER SYLLABUS

CJLE- 2522 TEXAS PEACE OFFICER SKILLS

First Day Handout

In addition to this master syllabus and department policies, all criminal justice instructors will furnish students a "First Day Handout" which will contain the following information:

- Instructor name, course name and number, section number and synonym, course time and location.
- Instructor's office hours, office location and number, phone number, E-mail, website (if available), availability of instructor for appointments and conferences.
- A course outline and/or calendar so students will have an idea of the course structure, particular test dates, and other important dates.
- The instructor will provide the student with their policies regarding: grading, attendance, class participation, missed or late work, and the use of electronic devices.

Course Description

Demonstration and practice of the skills expected of a police officer. Includes patrol, driving, traffic stops, Intoxicated Driver and Standardized Field Sobriety Testing, use of force, mechanics of arrest, firearms safety and emergency medical care.

Prerequisite:

Texas Peace Officer Law and Texas Peace Officer Procedures; or may be taken concurrently.

Instructional Methodology

At the instructor's discretion, lecture, class discussions, research papers, multimedia presentations, class projects, and exams may be used to instruct the class.

Required Texts/Materials

Current edition of:

- Texas Traffic and Criminal Law Manual, Lexis Nexis Publisher

Scans Competencies

Department scans skills for this course are: reading, writing, mathematics, thinking skills, personal qualities, workplace competencies, and basic use of computers. Students will demonstrate their mastery of these skills through the use of class discussions, written assignments, demonstrations, and test taking.

Course Rationale

This course will cover information that will help prepare criminal justice students to take the state license examination to become a licensed peace officer.

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Course Level Student Learning Outcomes

9. Traffic Direction

Unit Goal: 9.3. The student will be able to control and direct traffic in a safe and legal manner.

9.3.1. Describe the legal authority to establish effective traffic flow based on situational priorities.

9.3.2. Explain directing/controlling traffic, utilizing appropriate positioning, signals, and equipment.

10. Intoxicated Driver and Standardized Field Sobriety Testing

Review and discussion of Goals/objectives 10.1 thru 10.14 previously discussed in CJLE 2420/2520 Texas Peace Officer Procedures.

15. Written and Verbal Communications

Unit Goal: 15.1 The student will understand the principles, uses, and the application of taking proper field notes

15.1.1. Discuss the definition and use of field notes.

15.1.2. Organize types of information that should be entered into officer's field notebook.

15.1.3. Compile questions that should be answered in field notes to complete report.

15.1.4. Describe the two systems and mechanics of field note-taking.

15.1.5. List the advantage of proper field notes.

15.1.6. List the rules for complete note-taking.

Unit Goal: 15.2 The student will develop effective interpersonal communication skills

15.2.1. Identify the basic models and principles of communications.

15.2.2. Employ tactical communications appropriate to the situation.

15.2.3. List four elements the officer must recognize and control in an encounter.

15.2.4. Define passive, assertive, and aggressive behavior/communications.

Unit Goal: 15.3 The student will improve the skills of written communication as it applies to report writing and communicating idea.

15.3.1. Identify the process in writing complete sentences.

15.3.2. Recognize sentence clarity problems and correct them.

15.3.3. Demonstrate observation and descriptive skills.

Unit Goal: 15.4 The student will understand the uses, essential characteristics, and types of police reports.

15.4.1. List the significant uses of the police report.

15.4.2. List the essential characteristics of the police report.

15.4.3. List four common types of police reports.

15.4.4. Define chronological or categorical ordering related to report writing.

15.4.5. List the three basic elements necessary in police reports.

15.4.6. Identify the importance of separating fact from opinion in police reports.

15.4.7. Identify the statutory authority relating to confidentiality of sex offense victims.

16. Introductory Spanish

Unit Goal: 16.1 Demonstrate proficiency in selected phrases of Spanish, as determined by local requirements

16.1.1 List reasons for Spanish training of law enforcement officers.

16.1.2 List common Spanish words and phrases that would signal danger or impending danger.

16.1.3 Recite common Spanish words or phrases that would assist an officer in the investigation and identification of suspects and witnesses:

16.1.4 Recite common Spanish phrases that will assist the officer conducting field interviews and traffic stops.

16.1.5 Recite common Spanish phrases that will assist the officer conducting accident investigations

16.1.6 Demonstrate proficiency using common Spanish phrases for command and control.

16.1.7 Demonstrate proficiency using common Spanish phrases for arrests.

17. Force Options

Unit Goal: 17.2. The student will have a basic understanding of the concepts regarding use of force

17.2.1. Identify definitions relating to use of force.

17.2.2. Describe psychological aspects of the use of force.

17.2.3. Identify the deciding factors for use of force when affecting an arrest.

17.2.4. Identify circumstances which are high risks for officers.

Unit Goal: 17.3 The student will be aware of various force options or alternatives to increase awareness of various force options or alternatives available to peace officers.

17.3.1. List and discuss force options available to peace officers.

17.3.2. Identify the principal considerations in applying a use of force continuum

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- 17.3.3. Discuss the impact of an officer's professional presence.
- 17.3.4. Identify the various aspects of communication strategies used when dealing with the public.
- 17.3.5. Identify elements that an officer must recognize and control in every encounter.
- 17.3.6. Identify some helpful "tools" used in redirecting someone's behavior using verbal persuasion.
- 17.3.7. Recognize criteria relating to a professional peace officer's use of force.
- 17.3.8. Identify typical procedures that are followed after an officer-involved shooting.

Unit Goal: 17.4 The student will understand the factors basic to unreasonable force and the possible consequences when excessive force is used

- 17.4.1. Identify the possible consequences that may arise from improper or excessive use of force.
- 17.4.2. Identify factors that the courts use to determine if unreasonable force was used in a case.

18. Strategies of Defense - Mechanics of Arrest

Unit Goal: 18.1. Demonstrate knowledge and skills of strategies of defense (Use of Force is a prerequisite for this section).

- 18.1.1. Identify the three basic concepts of weaponless strategies.
- 18.1.2. Identify methods of weaponless defense.
 - 18.1.2.1 Demonstrate techniques of weaponless defense.
- 18.1.3. Identify methods of weapons defense.
 - 18.1.3.1 Demonstrate methods of weapons defense.
- 18.1.4. Identify basic concepts of weapons retention.
 - 18.1.4.1 Demonstrate basic concepts of weapons retention.
- 18.1.5. Identify the differences between deadly and non-deadly use of force.

Unit Goal: 18.2. Demonstrate knowledge and skills of the physical process of arrest.

- 18.2.1. Identify factors influencing an officer's discretionary authority in arrest and non-arrest situations.
- 18.2.2. Identify risk factors and appropriate response.
- 18.2.3. Evaluate the advantages of the various methods of approaching, confronting and interviewing the suspect.
- 18.2.4. Explain methods of applying handcuffs and other restraining devices.
 - 18.2.4.1 Demonstrate techniques of applying handcuffs and other restraining devices.
- 18.2.5. Explain methods of the physical search of suspects.
 - 18.2.5.1 Demonstrate techniques of physical search of suspects.
- 18.2.6. Explain methods of escorting and transporting suspects.
 - 18.2.6.1 Demonstrate techniques of escorting and transporting suspects.
- 18.2.7. Demonstrate the ability to affect an arrest.

19. Strategies of Defense – Firearms

Unit Goal: 19.1. The student will understand the basic concepts related to the use of weapons on the firearm's range.

- 19.1.1. Identify guidelines with regards to firearms and the issues of warning shots, shooting at or from a motor vehicle, shots to destroy animals, back-up weapons and off duty weapons.

Unit Goal: 19.2 To provide a working knowledge of the weapons to be used on the range from a classroom perspective

- 19.2.1. Demonstrate competence of safety precautions necessary when handling firearms.
- 19.2.2. Describe weapons used by their department and/or academy.
- 19.2.3. Identify procedures used in routine maintenance.
- 19.2.4. Identify range safety techniques and range usage.

Unit Goal: 19.3. The student will qualify with a firearm according to established standards on the firearm's range.

- 19.3.1. Demonstrate proficiency in use of firearms according to minimum Firearms proficiency Requirements.
- 19.3.2. Identify state qualification requirements.
- 19.3.3. Demonstrate proficiency in weapon maintenance by cleaning and inspecting weapons.

20. Emergency Medical Assistance

Unit Goal: 20.1. The student will know the procedures and skills necessary to provide emergency medical assistance pending arrival of medical support.

- 20.1.1. Discuss the legal aspects of providing emergency medical assistance.
- 20.1.2. Identify the essential principles of patient assessment.
- 20.1.3. Demonstrate emergency aid procedures to control bleeding.
- 20.1.4. Demonstrate emergency aid procedures for burns.

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- 20.1.5. Demonstrate the emergency aid procedures for treatment of shock.
- 20.1.6. Demonstrate the emergency aid procedures for broken bones and severe sprains.
- 20.1.7. Demonstrate the emergency aid procedures for poisoning.
- 20.1.8. Identify and demonstrate the emergency aid procedures for illness related to exposure to the elements.
- 20.1.9. Demonstrate the emergency aid procedures for breathing emergencies.
- 20.1.10. Demonstrate the emergency aid procedures for victims of diabetic emergencies, strokes, and seizures.
- 20.1.11. Identify the basic elements by demonstrating CPR.
- 20.1.12. Explain emergency aid procedures for child birth.
- 20.1.13. Identify universal precautions for preventing transmission of communicable diseases.
- 20.1.14. Identify methods of preparation of a patient for transportation.
- 20.1.15. Identify factors associated with treatment of different cultures in emergency medical assistance.

21. Emergency Communications

Unit Goal: 21.1 To increase understanding of some basics of emergency communications

- 21.1.1. Define emergency communications and describe the various services provided in public safety.
- 21.1.2. Define terms associated with radio communications.
- 21.1.3. Explain the officer's basic role as it relates to initiating the state's emergency response during disaster.
- 21.1.4. Identify situations requiring organization and consistency in communications.
- 21.1.5. Discuss the history and use of NCIC and TCIC.

Unit Goal: 21.2. To increase understanding of some of the Federal and State laws that governs the operation of communications systems in public safety.

- 21.2.1. Discuss some Federal Communications Commission rules and regulations that govern the operation of communications systems in public safety.
- 21.2.2. Discuss the federal and state laws governing operation of the national and state telecommunications system as they apply to peace officers.

Unit Goal: 21.3. To provide a basic understanding and working knowledge of the techniques, terminology, and restrictions required of a professional communicator.

- 21.3.1. Demonstrate appropriate use of the basic police radio communications, including use of phonetic alphabet.
- 21.3.2. Demonstrate the basic skills of an effective radio communicator.
- 21.3.3. Identify when an officer should not transmit.

22. Professional Police Driving

Unit Goal: 22.1. The student will acquire an understanding of an officer's legal obligations and liabilities when operating a vehicle.

- 22.1.1. Define "authorized emergency vehicle" and identify the following situations in which the driver of an authorized emergency vehicle is exempt from certain provisions of the Transportation Code (TC).
- 22.1.2. Identify the exemption requirement regarding the use of red light and siren.
- 22.1.3. Identify that an officer operating a law enforcement vehicle under non-emergency conditions is subject to the same "rules of the road" as any other driver.
- 22.1.4. Identify the conditions under which an officer or law enforcement agency may be held liable for deaths, injury, or property damage which occur while in an emergency vehicle being operated under emergency conditions.
- 22.1.5. Identify the issues which are usually addressed by a law enforcement agency's pursuit policy.
- 22.1.6. Identify the effectiveness and limitations of emergency equipment and vehicle equipment.

Unit Goal: 22.2. The student will be able to identify the essential elements in conducting a pre-shift safety inspection.

- 22.2.1. Identify the three basic objectives of a pre-shift vehicle safety inspection.
- 22.2.2. Identify the components of a pre-shift vehicle inspection.
- 22.2.3. Identify the techniques of proper vehicle operation.
- 22.2.4. Identify the proper steering techniques for various aspects of vehicle operation.

Unit Goal: 22.3. The student will acquire an understanding of the importance of the defensive driving components necessary to safely operate a law enforcement vehicle.

- 22.3.1. Identify the following components of "defensive driving".
- 22.3.2. Identify the factors which may contribute to traffic collisions.
- 22.3.3. Identify the following driving movements or activities most frequently contributing to law enforcement collisions.
- 22.3.4. Identify the reasons why "fatigue" is a physiological condition which poses a threat to safe driving.
- 2.3.5. Identify the advantages of using seat (safety) belts when driving a vehicle.

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Unit Goal: 22.4. The student will acquire an understanding of the basic safety factors involved in vehicle operation.

- 22.4.1. Identify the traffic conditions that affect safe vehicle operation.
- 22.4.2. Identify the conditions which influence the overall "stopping distance" of a vehicle.
- 22.4.3. Identify the effects of speed upon a turning vehicle.
- 22.4.4. Identify, in the proper sequence, the components that make up total stopping distance.

Unit Goal: 22.5. The student will develop proficiency and demonstrate his ability to control a vehicle under acceleration, maneuvering, and braking conditions.

- 22.5.1. Demonstrate proper road position, weight transfer control, throttle control, braking and steering accuracy (both forward and backward) while performing a series of driving exercises.
- 22.5.2. Demonstrate the ability to rapidly displace the vehicle, left or right, or stop upon command on a marked course.
- 22.5.3. Demonstrate the proper techniques for efficient braking when coming to a complete stop, prior to a turning movement, and in an emergency.
- 22.5.4. Demonstrate the ability to regain control of a vehicle experiencing a front skid.
- 22.5.5. Demonstrate an ability to safely control a vehicle while operating under emergency conditions; applying proper driving techniques and avoiding potentially hazardous situations such as road obstacles, cross traffic, road dips, and other obstacles.

24. Patrol/Consular Notification

Unit Goal: 24.4 To provide an understanding of the various concepts and techniques used when confronting pedestrians and conducting field interviews

- 24.4.1. Demonstrate a proper pedestrian stop.
- 24.4.2. Demonstrate techniques used while interviewing persons during field operations.
- 24.4.3. Demonstrate the use of the field inquiry.

Unit Goal: 24.5 To provide an understanding of the various concepts and techniques used to assess risk in vehicle stops and other responses to calls for service

- 24.5.1. Identify the seven-step violators contact method.
- 24.5.2. Identify the procedures for a high risk vehicle stop.
- 24.5.3. Identify the procedures for safe responses to crimes in progress calls.
- 24.5.4. List the procedures for the safe building searches.
- 24.5.5. Identify the procedures for safe response to incidents involving bomb threats.
- 24.5.6. Explain procedures for the safe response to an active shooter by the first responders.
- 24.5.7. Explain the procedures for the safe response recognizing the Homicide in progress.
- 24.5.8. Identify critical considerations in a homicide in progress.
- 24.5.9. Establish an immediate action plan tactics.
- 24.5.10. Demonstrate a proper team formation of the diamond formation or linear (T) formation.
- 24.5.11. Define crowd management.
- 24.5.14. Explain procedures for responding to crowd control situations.

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Program-Level Student Learning Outcomes

Upon successful completion of this criminal justice program, the student will

- Define the functions and roles of all major components (police, courts and corrections) of U.S. Criminal Justice System.
- Differentiate the institutions, law and concepts that compose the Criminal Justice System
- Identify and apply ethical considerations that are intrinsic components of the criminal Justice system
- Differentiate, analyze and apply the constitutional constraints under which police, corrections and prosecutors must operate in a free society.
- Distinguish various career paths and positions available in the traditional criminal justice workforce
- * Integrate academic theory with practical applications of law enforcement (passing comprehensive examination for the Certificate program)
*Applies primarily in the Level I Certificate Program

TEXAS COMMISSION ON LAW ENFORCEMENT

Enrollment Standards

All ACC Texas Peace Officer Certificate students and those who will enter commissioned police employment must meet the following requirements in conjunction with being responsible for all TCOLE requirements:

1. Not be currently charged with any criminal offense for which conviction would bar licensing.
2. Has never been on court-ordered community supervision or probation for any criminal offense above the grade of Class B misdemeanor or a Class B misdemeanor within the last ten years from the date of the court order.
3. Has never been convicted of an offense above the grade of Class B misdemeanor or a Class B misdemeanor within the last ten years.
4. Has never been convicted of any family violence offense.
5. Is not prohibited by state or federal law from operating a motor vehicle.
6. Is not prohibited by state or federal law from possessing firearms or ammunition.
7. Is a United States citizen.
8. All requirements as listed in the Texas Commission on Law Enforcement (TCOLE) rules. All students are responsible for knowing the TCOLE rules prior to entering the program and must provide accurate information regarding their status in relation to the TCOLE rules. Failure to understand and apply the rules is reason for dismissal from the ACC/CRJ program. You may view the complete rules on the TCOLE website: <http://tcole.texas.gov/>.

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CRIMINAL JUSTICE DEPT. COURSE POLICIES

Classroom Rules:

ACC college rules state that food and drink are not allowed in classroom. Children are also not allowed in the classroom.

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 you 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 ACCmail, including instructions on setting up an account, can be found at <http://www.austincc.edu/accmail/> NOTE: Please include your full name, ACC ID number, Course title and section when emailing your instructor, the Department Chair, or staff.

Attendance Requirements:

A student at Austin Community College is expected to attend classes in order to progress satisfactorily toward completion of course objectives. Because objectives can vary from department to department and from course to course, individual CRJ instructors shall inform the student in writing of their specific course objectives, attendance policies, instructor office hours, and course grading policies at the first class meeting with a "First Day Handout". A student who is not meeting course objectives may be withdrawn from the course at the discretion of the instructor. It is the student's responsibility to consult with instructors and seek support services when course objectives cannot be met. The student may appeal instructor withdrawals within 10 days.

Withdrawal Policy

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 Three and the Rule of Six.

You may withdraw from a class at any time before the withdrawal deadlines published in the [academic calendar](#). Dropping out of class or notifying the instructor does not constitute authorized withdrawal.

Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal courses appear on the student's record with a grade of W.

Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for

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the course. NOTE: It should be understood that it is the student's responsibility and not the instructors' to drop a course. A student that discontinues coming to class and fails to drop a course is subject to receiving a final, permanent grade of "f".

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes

- Rule of Three

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

- Rule of Six

Per state law, students enrolling for the first time in Fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an [advisor or counselor](#) for assistance.

Appealing an Instructor-Initiated Withdrawal

A student may appeal an instructor-initiated course withdrawal in writing immediately upon notification by the instructor or within five business days after postmark of the college notice of withdrawal. The written appeal shall be made initially to the course instructor, who will respond in writing within five business days. The student may appeal the instructor's decision within five business days to the appropriate department chair, then the dean, whose decision will be final. The student may attend class, submit assignments, and take tests for grading through the final disposition of the appeal unless there are established course or program guidelines that would prohibit the student from returning to class.

Incompletes:

Instructors may award a grade of "Incomplete" when students fail to complete all course requirements. When doing so, instructors will complete an "Incomplete Form" and forward to the department chair. If the student then completes the work in the required time frame, the instructor will be responsible for contacting the department chair with the new grade information. NOTE: Students, who fail to successfully complete the required course work within the timeframe allowed, will automatically have the "Incomplete" changed to a final grade of "F."

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Scholastic Dishonesty:

Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects either individual or group; classroom presentations, and homework" (Refer to Student Handbook for details).

NOTE: STUDENTS MAY BE DISMISSED FROM THE COURSE AT THE DISCRETION OF THE INSTRUCTOR FOR SCHOLASTIC DISHONESTY.

Academic Freedom:

Institutions of higher education are conducted for the common good. The common good depends upon a free search for truth and its free expression. Hence it is essential that faculty members at Austin Community College be free to pursue scholarly inquiry without unreasonable restriction, and to voice and publish their conclusions without fear of institutional censorship or discipline. They must be free from the possibility that others of differing vision, either inside or outside the college community, may threaten their professional careers. The concept of academic freedom in Austin Community College is accompanied by an equally demanding concept of responsibility, shared by the Board of Trustee, administration, and faculty members.

The essential responsibilities of the Board of Trustees and administrators regarding academic freedom are set forth in the Criteria for Accreditation, adopted by the Southern Association of Colleges and Schools, as updated and revised.

In the classroom or in college-produced telecommunications, faculty members should strive to be accurate, to exercise appropriate restraint, and to show respect for the opinions of others. In addition, instructors should be judicious in the use of material and should introduce only material that has a clear relationship to the subject field.

Student Discipline:

Austin Community College students are recognized as responsible persons who neither lose the rights nor escape responsibilities of citizenship. Enrollment in the College indicates acceptance of the rules set forth in Administrative Rule 4.02.010 concerning disciplinary action. Due process through an investigation and appeal process is assured to any student involved in disciplinary action.

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Student's Freedom of Expression:

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructor alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

Statement on Students with Disabilities

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the office of Student Accessibility Services (SAS). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, 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 'Notice of Approved Accommodations' from SAS before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about Student Accessibility Services is available at <http://www.austincc.edu/sas>

CRJ Department Web Page

Students are encouraged to review the department's web page at <http://www.austincc.edu/crj/> where valuable information concerning the criminal justice program may be found. Several other useful URL sites are also listed.

Counseling

Many educational and employment concerns of students may be answered by their course instructor. If additional counseling is needed, students are encouraged to contact the CRJ Department Chair for assistance. The CRJ Department Chair is located at the Cypress Creek Campus, room: 2204.5, Phone: 223-2082, E-Mail: gwhil@austincc.edu

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Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

You are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

Testing Center Rules

It is the student's responsibility to obtain, read and be thoroughly familiar with ACC Testing Center Rules prior to taking exams at the center. Violation of these rules is very serious and may result in disciplinary action. Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, regardless of whether it is on or off, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>