Dr. Taulbee, Professor
RICHLAND COLLEGE
Office: Wichita Hall (WH-234)  Email: ttaulbee@dccc.edu
Office Hours: Virtual: on-line @ 10:30 – 11:30 pm CST [or CDT] (04:30 – 05:30 GMT)  
School of Social Sciences (C-243)  972-238-6230
Class Meeting Times:  MTWRFSU

SYLLABUS:  [ONLINE FALL SEMESTER – October start - 8Wk]
2019FA-PSYC-2301-88449-THOMAS-TAULBEE
(Prerequisites: Pass TASP Reading Standards or complete Developmental Reading 0093)
(Drop with a “W” date: November 27, 2019  To drop this course is the responsibility of the student)

This is an online course and the textbook is an eText
[This book may be purchased at the Richland College Bookstore in Sabine Hall]

Learning Unit

<table>
<thead>
<tr>
<th>Chapter #</th>
<th>Chapter Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>2</td>
<td>Biology and Behavior</td>
</tr>
<tr>
<td>8</td>
<td>Human Development</td>
</tr>
<tr>
<td></td>
<td>Examination #1 &gt;&gt;&gt;&gt;&gt; (For examination dates see “EXAM DATES &amp; INFO” in the course menu)</td>
</tr>
<tr>
<td>5</td>
<td>Learning</td>
</tr>
<tr>
<td>7</td>
<td>Cognition, Language, and Intelligence</td>
</tr>
<tr>
<td>14</td>
<td>Social Psychology</td>
</tr>
<tr>
<td></td>
<td>Examination #2 &gt;&gt;&gt;&gt;&gt; (For examination dates see “EXAM DATES &amp; INFO” in the course menu)</td>
</tr>
<tr>
<td>3</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>6</td>
<td>Memory</td>
</tr>
<tr>
<td>9</td>
<td>Motivation and Emotion</td>
</tr>
<tr>
<td></td>
<td>Examination #3 &gt;&gt;&gt;&gt;&gt; (For examination dates see “EXAM DATES &amp; INFO” in the course menu)</td>
</tr>
<tr>
<td>4</td>
<td>Consciousness</td>
</tr>
<tr>
<td>11</td>
<td>Personality Theory and Assessment</td>
</tr>
<tr>
<td></td>
<td>Examination #4 &gt;&gt;&gt;&gt;&gt; (For examination dates see “EXAM DATES &amp; INFO” in the course menu)</td>
</tr>
<tr>
<td>10</td>
<td>Health and Stress</td>
</tr>
<tr>
<td>12</td>
<td>Psychological Disorders</td>
</tr>
<tr>
<td>13</td>
<td>Therapies</td>
</tr>
<tr>
<td></td>
<td>Examination #5 &gt;&gt;&gt;&gt;&gt; (For examination dates see “EXAM DATES &amp; INFO in the course menu)</td>
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</tbody>
</table>

Grade determined on five 100 point exams, three quizzes worth 20, 20, & 10 points respectively (to be announced in class along with its "due date"), plus any extra credit ( NO MAKE-UP EXAMS! )

495 – 550+   A = 90%
440 - 494    B = 80%
385 - 439    C = 70%
330 - 384    D = 60%
0 - 329      F = 0-59%

Exams will be multiple choice and valued a 100 point each
Extra Credit can be obtained by participating in the Discussion Board. See: “Extra Credit” below
Examination Point Deductions (for time over-runs): Propriety (correctness, properness, conformity) to standards established in the normal classroom require that a limit be placed on the time one may have to take an examination.

The time limit for this exam is **45 minutes** before penalty points are deducted (although a total time of 2 hours is provided for those with learning disabilities.)

Because in a normal classroom the examination terminates with the end of the class hour, when that class leaves the room and another occupies it, over-running the examination time is not possible. In fairness such a limitation must be placed on online testing also. However, even though there is a forty-five minute limit for you to take any given examination the system will not shut down or lock you out which allows you to take as much time as you wish to finish. Anything above 60 minutes would clearly be against the spirit of the testing parameters and to assure you do not abuse this open opportunity to cheat (by taking more time than the limit) penalties shall be imposed on those who extend their examination time beyond the 60 minute limit. The following schedule of point deductions shall, therefore, apply to all examinations:

<table>
<thead>
<tr>
<th>TIME OVER-RUN IN MINUTES</th>
<th>AUTOMATIC POINT DEDUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 minutes</td>
<td>10 points deducted</td>
</tr>
<tr>
<td>10.01 – 20 minutes</td>
<td>30 points deducted</td>
</tr>
<tr>
<td>20.01 +</td>
<td>50 points deducted</td>
</tr>
</tbody>
</table>

By example: if you took an examination and received a grade of 86 but you took 70 minutes (1hr and 10 min) to complete that examination you would have overrun the limit by 10 minutes and thus be penalized 10 points and your final score would be recorded as a 76. These are non-negotiable parameters. So when you finish an exam be sure to submit it as soon as you finish or the minutes will continue to collect and you will be penalized accordingly.

Extra Credit - Discussion Board: During each “Learning Unit” (there are five per semester) students will be given a question to discuss with each other on the Discussion Board. After each exam for each Learning Unit the Discussion board question for that unit will be removed and a new question for the new Learning Unit will be presented. To find the question go to the course menu and click on the button which reads, “Discussion Board” You will be presented with the question and may interact with other students. Though the question is extra credit it is a REQUIRED part of the course.

Each Discussion Board question will be worth five (5) points for a possible total of twenty-five (25) for the entire semester. These points may be added to any exam or exams you wish and will be counted in the grand total of points you earn for the semester along with your examination grades.

Course Description: PSYC 2301: Introduction to Psychology surveys major topics in the study of behavior. Factors which determine and affect behavior are examined. Psychological principles are applied to the human experience.

Student Success
Academic Advising and Degree Planning
At Richland College, our Advising team works side by side with you in (1) picking the right major/program, (2) enrolling in the right classes and (3) finishing on time. Degree planning is critical as you prepare to be successful in the workforce and/or to transfer to other institutions.

If you are a first-time-in-college student, you are required to meet with an advisor and are encouraged to file a degree plan. If you are a continuing student, you are also encouraged to meet with available advisors, faculty and program coordinators to ensure your continued success in maintaining a quality educational pathway.

Visit the Richland College Advising webpage for more information.
Visit the district website Advising Center page for contact information for all college advising offices.
**Student Survey of Instruction**
We use the Student Survey of Instruction (SSI) to find out how students perceive the quality of courses, faculty and instruction and to get feedback for improvement. In order to minimize the disruption in the classroom, the SSI is now being given online in some courses through a link in eCampus. If you receive a request to complete the SSI, please do so as soon as possible. By completing this questionnaire, you will help the college and your instructors find out how we might improve your educational experiences. Your identity will remain strictly confidential and anonymous.

**Harassment, Discrimination and Sexual Misconduct**
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence) or retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, pregnancy, parenting, gender identity and/or gender expression, please contact your college Title IX coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students and are available to discuss any concerns. There are both confidential and nonconfidential resources and reporting options available to you. If you wish to keep the information confidential, please contact college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the college Title IX coordinator or district Title IX coordinator. The Title IX coordinator will contact you and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX coordinator or visit dcccd.edu/TitleIX.

Each college within DCCCD has a designated Title IX coordinator.

Richland College Title IX Coordinator:

LaTrenda Thomas  
[TitleIX-RLC@dcccd.edu](mailto:TitleIX-RLC@dcccd.edu)  
972-238-6852

**Richland College's Quality Enhancement Plan, QEP Learning to Learn: Developing Learning Power**
Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto [http://www.richlandcollege.edu/qep2013/](http://www.richlandcollege.edu/qep2013/).

**Psychology 2301 Course Objectives:**

1. Demonstrate an understanding of the history of psychology and its development  
2. Demonstrate an understanding of what the study of psychology involves  
3. Demonstrate knowledge of the basic language of psychology  
4. Describe the basic theories and methods of psychology, how they are used, and what direction they are going  
5. Demonstrate an objective understanding of processes such as group processes  
6. Demonstrate an appreciation for the uniqueness of each person  
7. Demonstrate an understanding of how to apply the above to everyday life

**Special Information:**

**ADA Statement:** Richland College Operational Memorandum No. EJ-801 states therein: "If you are a student with a disability and/or special services needs who requires ADA accommodations, please contact Richland College Disability Services Office."
**Religious Holidays:** Richland College Operational Memorandum No. EJ-801 states therein: "Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog Student Obligations section."

In the case of an on-line course this applies only to those days examinations are given and on which the student would be unable to take a given examination because for religious holiday reasons --- in which case the notification IN ADVANCE of the holiday by the student to the professor is a requirement..

**Core Curriculum Intellectual Competencies (CCIC):** Introduction to Psychology 2301 satisfies the following CCIC defined by the Texas Higher Education Coordinating Board.

- **Reading:** The ability to analyze and interpret a variety of printed materials - books, documents, and articles - above the 12th grade level.
- **Writing:** The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above the 12th grade level.
- **Speaking:** The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience - above the 12th grade level.
- **Listening:** Analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, readings - above the 12th grade level.
- **Critical Thinking:** Think and analyze at a critical level
- **Computer Literacy:** Understand our technological society, use computer based technology in communication, solving problems, and acquiring information.

**Exemplary Educational Objectives (EEO) in Psychology:** Introduction to Psychology 2301 satisfies the following EEO defined by the Texas Higher Education Coordinating Board.

To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition
To examine social institutions and processes across a range of historical periods, social structures, and cultures
To use and critique alternative explanatory systems or theories
To develop and communicate alternative explanations or solutions for contemporary social issues
To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study
To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
To recognize and apply reasonable criteria for the acceptability of historical evidence and social research
To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy
To identify and understand differences and commonalities within diverse cultures

**Psychology 2301 Course Objectives:**

1. Demonstrate an understanding of the history of psychology and its development
2. Demonstrate an understanding of what the study of psychology involves
3. Demonstrate knowledge of the basic language of psychology
4. Describe the basic theories and methods of psychology, how they are used, and what direction they are going
5. Demonstrate an objective understanding of processes such as group processes
6. Demonstrate an appreciation for the uniqueness of each person
7. Demonstrate an understanding of how to apply the above to everyday life

**Student Learning Outcomes**
Critical Thinking Skills
Communication Skills
Empirical and Quantitative Skills
Teamwork
Personal Responsibility
Social Responsibility

Disruptive Behavior & Consequences:

Disruptive Behavior: Any person whose unusual, unreasonable or unacceptable (to the professor) behavior or attitude interferes with the academic, administrative or the activities of Richland College and/or the real or virtual (online) classroom setting is a disruptive student.

Disruptive college behavior is any behavior which may result in personal or property damage and/or which possesses a threat (as assessed by the professor or other authorized college personnel) to stability and continuance of normal college or college-sponsored activities including, but not limited to:

- Non-acceptance of online etiquette norms
- Aggressive or threatening written or otherwise communicated behavior
- Chronic fabrications and deceptions
- Harassment, including personal, social, emotional, physical or sexual harassment, of an instructor, employee or other student
- Intentionally initiating a false report of fire, explosion or other emergency
- Unauthorized use, possession, or storage of a firearm while on Richland College property
- Cheating, forgery, plagiarism, unauthorized alteration, or unauthorized use of any college document or instrument or identification
- The destruction or damaging of college property or personal property of other Richland College students or personnel
- Failure to comply with the direction of college officials, including college professors, acting in performance of their duties or responsibilities

Consequences: Disruptive students will be asked to terminate their disruptive behavior or be dropped from the course and be reported to Richland College police. Failure to comply with the directions of the professor will result in the student being dropped from the course and notification sent to the Richland College Police.

Academic Honesty: Requirement for academic honesty as stated in the college catalog will be in effect in this class and is as follows:

July 2005
The Richland College Faculty Association, the college President, the Vice President of Student Learning, and the college Deans endorse this statement.

The Richland College Statement on Academic Honesty

We—the Richland College faculty, administration, and staff—are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes:
What we expect from students.
The consequences of their failing to meet those expectations.

Note: As we use the terms “honesty” and “dishonesty,” we are referring to actions and behaviors; we are not judging the character of our students.
The Richland College faculty believes only a small minority of students “cheat.” However, we believe academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorable and report instances of academic dishonesty to the faculty or the appropriate academic dean.

**Expectations:**
We believe academic honesty is essential, and students should avoid actions that misrepresent academic success. We believe Richland College students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations—tests administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

All forms of cheating on tests are academically dishonest. Students cheat when they:

- participate in any activity that falsely represents their ability to answer test questions.
- copy—with or without permission—from another student’s test.
- use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
- request answers or assist other students with answers without authorization.
- obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

Students’ presenting another person’s work as their own is unacceptable. Often, academic work permits and even encourages students to use another person’s words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:

- Summarize, paraphrase, or quote another person without giving proper credit.
- Submit papers written by someone else.
- Copy verbatim (word for word) from other sources (books, Internet, and other similar materials).
- When they have questions about when and how to credit other sources, students must seek clarification from the faculty. **These matters are the student’s responsibility.**

Unauthorized collaboration on assignments or tests is unacceptable. Richland College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:

- provide other students with answers on homework assignments.
- present work completed by someone else.

If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. **These matters are the student’s responsibility.**

**Consequences:**
Faculty determine the appropriate consequences for students who fail to be academically honest. Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.

As consequences for academic dishonesty, faculty may:

- assign a performance grade of “F” for the assignment or test.
- document the incident in the student’s Richland College file.
- assign additional work.
- take other appropriate disciplinary actions.

Repeated violations may result in the student’s expulsion or suspension from the college. Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in
This is a Developing Learning Power class and part of Richland College's Learning to Learn: Developing Learning Power Quality Enhancement Plan (QEP) in which your professor uses specific Thinking Routines to help you develop your learning power, become an even more engaged, successful learner, and master course content. Participating in Thinking Routines provides you a greater understanding of how you best learn and offers you techniques to boost your capacity to change and learn through effort and the intentional practice of thinking. Developing Learning Power shapes a exceptional learning experience, helps you advance in your academic career, and fosters traits in you of an effective lifelong learner. During the class you will be given an assignment to read an article provided to you by your professor and then to write a paper of a minimum 250 words which demonstrates your skills as one who has learned to learn.

ATTENDANCE POLICY - In order to be successful students should attend and participate in enrolled courses.

### SUMMARY

<table>
<thead>
<tr>
<th>General Information</th>
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<tbody>
<tr>
<td>College name</td>
<td>RICHLAND COLLEGE</td>
</tr>
<tr>
<td>School Name &amp; Contact Information</td>
<td>SCHOOL OF SOCIAL SCIENCES; Room# C-243; Ph# 972-238-6230; Department of Psychology</td>
</tr>
<tr>
<td>Semester/Term &amp; Year</td>
<td>FALL/2019</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Instructor Information</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>DR. THOMAS L. TAULBEE</td>
</tr>
<tr>
<td>Office Telephone</td>
<td>972-238-6310</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:taulbee@dcccd.edu">taulbee@dcccd.edu</a></td>
</tr>
<tr>
<td>Office Location</td>
<td>WH-234</td>
</tr>
<tr>
<td>Office hours</td>
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<thead>
<tr>
<th>Course Information</th>
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<tbody>
<tr>
<td>Course number</td>
<td>Psychology 2301</td>
</tr>
<tr>
<td>Section number</td>
<td>88449</td>
</tr>
<tr>
<td>Credit hours</td>
<td>3</td>
</tr>
<tr>
<td>Class meeting time</td>
<td>Virtual – Online at any time</td>
</tr>
<tr>
<td>Course title</td>
<td>General Psychology 2301</td>
</tr>
<tr>
<td>Course description</td>
<td>General Psychology 2301 is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. (3 Lec.) This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD. Prerequisite Required: College level ready in Reading. Coordinating Board Academic Approval Number 4201015125</td>
</tr>
<tr>
<td>Course prerequisites</td>
<td>Pass TSI/ TASP Reading Standards or complete Developmental Reading 0093</td>
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<tr>
<td>Course Objective/learning Outcomes</td>
<td>DCCCD Course Catalogue</td>
</tr>
<tr>
<td>Core Courses</td>
<td>DCCCD Course Catalogue <a href="http://www.dcccd.edu/catalog">http://www.dcccd.edu/catalog</a></td>
</tr>
<tr>
<td>Attendance policy</td>
<td>Attendance is “virtual” and the sole responsibility of the student. However, in order to be successful students must attend and participate in enrolled courses</td>
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<tr>
<td>To take your exam</td>
<td>Go to the menu in eCampus and click on the “Take My Exam” button</td>
</tr>
<tr>
<td>Checking Your Grades</td>
<td>Grade reports are no longer mailed to students. Students may acquire their grades online through the menu button in eCampus entitled “Look at My Grades.” Or through eConnect at <a href="http://econnect.dcccd.edu">http://econnect.dcccd.edu</a> or by telephone at 972-613-1818.</td>
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<tr>
<td><strong>Course objectives/ Learning outcomes</strong></td>
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<tr>
<td>Core courses</td>
<td>Intellectual Competencies and Exemplary Educational Outcomes identified by district discipline committees – see Exemplary Educational Objectives at <a href="http://www.dcccd.edu/Employees/Departments/EA/Academic+Programs/Core+Curriculum/Faculty+Resources/EEO.htm">www.dcccd.edu/Employees/Departments/EA/Academic+Programs/Core+Curriculum/Faculty+Resources/EEO.htm</a>.</td>
</tr>
<tr>
<td>Specific course learning outcomes</td>
<td>Specific Course Learning Outcomes are determined by program coordinators and related faculty (normally for transfer courses not in CORE)</td>
</tr>
<tr>
<td><strong>Institution Policies</strong></td>
<td><strong>To Find The Policies:</strong> “Institutional Policies relating to this course can be accessed from the following link [INSERT COLLEGE URL BELOW] <a href="http://richlandcollege.edu/assets/uploads/2015/01/InstitutionPolicies.pdf">http://richlandcollege.edu/assets/uploads/2015/01/InstitutionPolicies.pdf</a></td>
</tr>
<tr>
<td>STOP before you Drop</td>
<td>For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a &quot;W&quot;. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access <a href="https://bit.ly/1dgcCm">https://bit.ly/1dgcCm</a></td>
</tr>
<tr>
<td>Withdrawal Policy</td>
<td>If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar's Office by the official drop date for this course (see Course Drop Date mentioned elsewhere in this syllabus). Failure to do so will result in you receiving a performance grade, usually an &quot;F&quot;. If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a &quot;W&quot; (Withdrawal) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Student Records office at 972-238-6100 or 6101 (Thunderduck Hall, T170), or contact the school office</td>
</tr>
<tr>
<td>Repeating a Course</td>
<td>Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Educations/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the DCCCD colleges since the Fall 2002 semester.</td>
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### Financial Aid

See: Third Attempt to Enroll in a Course at: [http://dccc.edu/thirdcourseattempt/](http://dccc.edu/thirdcourseattempt/)

Failure to attend classes could result in loss of financial aid. If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

### Academic Honesty

Scholastic dishonesty is a violation of the Code of Students Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

### Campus Emergency Operation Plan and Contingency Plan

**Campus Emergency Plan:** Richland College and the DCCCD have developed policies and procedures for dealing with emergencies that may occur on campus. (1) to familiarize yourself with these procedures, please take time to watch the overview video at [http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv](http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv); (2) the complete Emergency Operations Plan can be viewed and printed at the following website: [http://www.richlandcollege.edu/emergency](http://www.richlandcollege.edu/emergency). If you have questions or concerns, please contact the Richland College Office of Emergency management. This office can be reached by phone (972-238-3794) or by e-mail (rlcoem@dccc.edu)

**Contingency Plan:** Richland College has developed an Instructional Contingency Plan for Temporary College Closing for On-Campus Courses. Please discuss this contingency plan with your instructor. For distance learning courses, your instructor will use email to contact students in the event of extended technology downtime. To assure work in the class continues, it is important for all students to have an accurate email address recorded in both eCampus and eConnect.

### Richland College's Quality Enhancement Plan - Learning to Learn: Developing Learning Power

Richland College is implementing its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto [http://www.richlandcollege.edu.qep](http://www.richlandcollege.edu.qep)

### Academic Progress & Degree Completion

Students are encouraged to discuss academic goals and degree completion with their instructors. Degree plan advising is available throughout the semester. Information about academic advising locations at Richland is available under the Step 6 tab at [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php)
| Developmental Courses | The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level coursework. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1201/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change.  
**Additional information is available from the TSI Office in T170T or T170S (phone number 972-238-6225 or 972-238-3787 or at http://www.rlc.dcccd.edu/regi/resource/tsi.htm** |