Course Name: Geotourism
Instructor: Sheila Scott, Ph.D.
Office: virtual
Office Hours: Tuesdays 1:00-2:00 by phone or email, appointments available
Email: Sheila.scott@ttu.edu
(Email responses will be made within 24 hours or the next business day, during regular business hours, M-TH 9-5, Fri. 9-noon)
Phone: office: 806-834-5194 – leave a voicemail and calls will be returned

REQUIRED TEXT & MATERIALS:
• Slides, Readings and Videos as assigned or provided by instructor

COURSE DESCRIPTION FROM CATALOG:
• Study of geotourism: tourism that sustains or enhances the geographical character of a place—its environment, culture, aesthetics, heritage, and the well-being of its residents.

TTU COLLEGE-LEVEL COMPETENCY STATEMENT:
Multicultural Courses: Students graduating from Texas Tech University should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.

Assessments used:
1. Blog posts
2. Discussion Posts
3. Mini case study
4. Destination presentation
5. Exams
6. Syllabus quiz
7. Field trips on own

TTU MULTICULTURAL STUDENT LEARNING OUTCOMES: (by assessment devices)
a. Students will demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities (e.g., service-learning, co-curricular and similar experiences). (1, 2, 3, 4, 5)
b. Students will exhibit the ability to engage constructively with individuals and groups, across diverse social contexts. (1,3,4)
c. Students will appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups. (1, 2, 4)

EXPECTED PROGRAM LEARNING OUTCOMES (PLOS) FROM PROGRAM:
1. Communicate effectively and appropriately (orally and in writing).
2. Prepare, maintain, analyze and utilize financial documents and data related to hospitality management organizations.
3. Discuss, examine, and evaluate management practices in the hospitality industry.
4. Define, discuss, give examples of, and examine ethical issues related to hospitality management organizations.
5. Comprehend the social, multicultural, and environmental dimensions of issues facing professionals in hospitality management.
EXPECTED COURSE LEARNING OUTCOMES:
At the conclusion of this course, student will be able to:

- Describe tourism and specifically geotourism activities, impacts, and issues for a specific destinations (1,2,3,4,5) (a) (PLO 1,3,4,5)
- Discuss types of tourism that fall into the scope of geotourism and how they are represented in specific locales (1,2,3,4,5) (a) (PLO 1,3,5)
- Evaluate how the values, practices and beliefs of different racial, ethnic, religious, socio-economic and political groups formed societies from which the basis of tourism products were created (1,2,3,4) (a,b,c) (PLO 1,3,4)
- Explain how tourism both positively and negatively impacts communities and specifically residents of a location (1,2,3,4,5) (a,b,c) (PLO 1,4,5)
- Identify how specific aesthetic factors are integral to the geotourism environment of a location (1,3,4) (a,b) (PLO 1,3,5)
- Assess the geotourism efforts of several communities, areas or countries, while identifying how tourism entities enhance the geotourism mission of the location. (1,2,3,4,5,6) (a,b) (PLO 1,3,4,5)

ACTIVITIES AND GRADING STRUCTURE:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Value each</th>
<th>Total value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
<td>880 points</td>
</tr>
<tr>
<td>Blog</td>
<td>5 @ 70</td>
<td>350</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>5 @ 50</td>
<td>250</td>
</tr>
<tr>
<td>Mini Case Study</td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>Presentation Slides</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Presentation Video</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Field Trips on Own</td>
<td>4 @ 25</td>
<td>100</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td></td>
<td>120 points</td>
</tr>
<tr>
<td>Course Intro Quiz</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td></td>
<td>1000 points</td>
</tr>
</tbody>
</table>

See the Grade Distribution on Blackboard for Final Exam policies

Extra Credit - See the extra credit opportunities on Blackboard under the Grade Distribution tab. No individual extra credit is available.

The course grade will be determined from the total accumulation of points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>900 - 1000</td>
<td>Advanced, exceeds expectations and work has no or few errors</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89.99%</td>
<td>800-899.9</td>
<td>Minimally exceeds expectations and work has limited errors</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79.99%</td>
<td>700-799.9</td>
<td>Proficient, meets minimum expectations but demonstrates no extra effort</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69.99%</td>
<td>600-699.9</td>
<td>Less than standard and falls below expectations</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>0-599.9</td>
<td>Lack of effort, does not meet expectations in one or more areas</td>
</tr>
</tbody>
</table>

ACTIVITIES

1. **Blog – 70 points each – Blog 6 is optional as a grade replacement for a previous blog.**

   Students will take on the role of travel blogger. Each student will choose a destination (country, region or state) to study for the entirety of the course, in the U.S. or an international location. A city is NOT an acceptable destination to choose (google a destination to ensure it is not a city). Individual students must choose different destinations to evaluate; overlapping destinations are not acceptable. Students are required to make blog entries of no fewer than 500 words each, via the Blackboard blog, identifying a minimum of two different types of tourism based on the assigned types for each blog. The blog will specifically discuss the associated geotourism activities that are available in the destination. Photos are an important component of the blog posts to further the information provided in text.
Three to five photos are required for each blog. Please do not exceed five photos. If photos are not uploaded properly within the blog post, points will be deducted. See the screen shots in the announcement page on Blackboard for proper uploading procedures.

The geotourism activities must be assessed based on how the locale has embraced, sustained and preserved their political, religious, and/or cultural values and beliefs through tourism offerings. The entries will be graded based on completeness of thought and critical interpretation of the activities in relation to their efforts. Content covered should be compiled from various sources, including contact with the local agencies overseeing the tourism activities in the area, local hospitality enterprises, as well as individuals from, or who have traveled to the destination (may find individuals who Blog online). A cover page and running head are not needed.

References in APA format are required on all Blogs, while in text citations are not required for this exercise. While the posts are to be in narrative format and can be casual to enhance the readability, deductions will be made for grammar and spelling issues that are not inherently necessary to the post. Overall writing will be assessed. Do not cut and paste from a website. This will be considered plagiarism and may result in a zero for the assignment or the course.

2. Discussion Posts - 50 points each
The instructor will post discussion topics to enhance the further investigation of the tourism and geotourism principles, and their relationship to specific activities. Students are required to post on no fewer than three separate days and must reply to both the instructor and two other students per week. Multiple topics may be available for discussion. The grading of postings is based on completeness of thought and critical interpretation in relation to tourism and specifically geotourism principles, and the preservation of the political, religious, and/or cultural values and beliefs of destinations and their people. Deductions will be made for grammar and spelling issues. Overall writing will also be assessed. Cover pages and running heads are not needed.

3. Mini Case Study – Travel in My Shoes - 110 points
In lieu of a midterm exam, students will complete a mini case study to partially meet the requirements for a university multicultural core course. Students will evaluate the privilege relationship between tourists and locals in a mini case study. See Blackboard for assignment details. The paper will be submitted via Blackboard. Proper use of APA is required for citations and references and plagiarism will be checked. Blatant plagiarism will result in a zero for the report, and possibly the course, as well as the student being reported to the Student Conduct Committee. (See the plagiarism presentation on Blackboard for more information and assistance). Use the submissions guideline document on Blackboard for specific requirements of the submission. Spelling, grammar, and sentence structure will be evaluated, in addition to writing style. Although an example is posted, DO NOT copy directly from the example. This will be considered plagiarism.

4. Final Project - Destination Presentation – PowerPoint Slides - 30 points – video 40 points
Students will take on the role of Director of Tourism for their chosen destination. They will create a YouTube video and PowerPoint presentation, to be submitted as a link and an upload via Blackboard. In the presentation and PowerPoint, students will present the information on their chosen destination, in terms of geotourism aspects and impacts on the communities, as a whole, the environment, conservation efforts and all socio-economic groups affected, as well as the comparison with other destinations. The video and presentation will include two sections.

Section I – This section is a thorough and exhaustive evaluation and discussion of the individual destination chosen for study during the semester. It will discuss the tourism (non-geotourism) and geotourism efforts, how these efforts potentially impact visitors in relation to a better appreciation of various cultures (political, religious, ethnic, and racial), as well as their impact on the development of the destination and the citizens of the locale. Special attention should be paid to the impact on the communities, as a whole, the environment, conservation efforts and all socio-economic groups affected. The WTO Code of Ethics might be referenced for adherence to geotourism.
Section II – Students will propose a new geotourism offering for the chosen destination. The new offering, not an existing offering, must incorporate a minimum of two types or geotourism, using the Tourism Destination Management document for support. Special attention should be paid to the impact on the communities as a whole and all socio-economic groups affected. (For example: a new Bed and Breakfast on a farm, where the individuals learn to cook items harvested from the farm. This would be agritourism and gastrotourism). The offering must include a name and thorough discussion of the offering in both the presentation and the video.

The submissions will be evaluated for completeness of thought and critical interpretation in relation to geotourism principles and activities. Proper use of APA is required for citations and references in the slides, and plagiarism will be checked. Blatant plagiarism will result in a zero for the report, and possibly the course, as well as the student being reported to the Student Conduct Committee. (See the APA and Avoiding the F presentation on Blackboard for more information). Use the submissions guideline document on Blackboard for specific requirements of the submission. Formatting, spelling, grammar, sentence structure, writing style, in addition to content will be evaluated.

A six – seven minute presentation video (uploaded to a public YouTube channel, with the link provided to the instructor), will be created, in addition to the PowerPoint slide presentation will be created that covers all information in the video, as if the student was using it while presenting the material at a tourism conference.

Students will dress professionally (tie not required) for the video presentation. The video presentation and PowerPoint slides will be graded for professionalism, time usage creativity, content and preparedness. Slides should include photographs and other graphics as needed to enhance presentation.

5. **Final Exam – 100 points**
Students will complete one comprehensive final exam. The exams will cover information presented in the course, research completed by students, and assigned readings/videos. See the Graded Distribution tab on Blackboard for exemption or options for the Final Exam.

6. **Course Introduction Quiz - 20 points**
All information contained in the syllabus, the syllabus attachment, or in Blackboard materials may be included in the quiz. Since the due date is after the last day to add the class, all students will have an opportunity to submit the quiz, and no make up for late enrollment will be allowed.

7. **Field Trips – on own - 25 points each**
Students will earn participation points for participating in field trips. The instructor will provide the type of geotourism in which to participate. Students have a choice of more than one for each Field Trip. While participating, students will choose three aspects of the field trip locations that support the geotourism type represented. Students will post a selfie with the sign from the location and a minimum of three selfies of themselves with the associated chosen aspects to earn the points, and discuss what is occurring.

**Remember to fit the specific type of geotourism; the tourist activity must sustain the environment, the society, the heritage, and/or the community and its residents. Geotourism embraces these through education of participants.**

At the location chosen by the student, the student will do the following:
- Take a selfie with a sign that shows the tourist venue chosen and post at the beginning of the blog.
- Choose three different items or activities at the site that represent the geotourism aspect being presented, take a selfie with each and discuss how each represents geotourism significance of the exhibit or activity. (minimum of four photos for each fieldtrip)
- The discussion/description must be a minimum of 150 words for each significant item for full credit, with a **450-word minimum** for the blog, excluding photo descriptors. Photos must be properly embedded within the text.
• Blog content must be typed into the blog post itself, in narrative format, and not attached as a document. See the announcement for proper blog formatting and photo placement in the blogs. Please enlarge the font to an easily readable size and limit photos to no more than five applicable photos.

These will be uploaded directly into the Blog Posts, with the photos properly embedded. If photos are not embedded properly within the blog post, points will be deducted. The entries will be graded based on completeness of thought and critical interpretation of the activities in relation to their efforts. While the posts are to be in narrative format and can be casual to enhance the readability, deductions will be made for grammar and spelling issues that are not inherently necessary to the post. Overall writing will also be assessed. **Attachments will not be graded.**

**COURSE WEBSITE**

This course will be managed through Blackboard (accessible at: [http://blackboard.ttu.edu](http://blackboard.ttu.edu)). All course materials and assignments will be made available within Blackboard. The course website within Blackboard is available only to students who have officially registered for this course. Google Chrome or Firefox are suggested for use in this course.

To reach the course website, students should enter the following URL into an internet browser [http://blackboard.ttu.edu](http://blackboard.ttu.edu). This will take students to the Blackboard login page where students will enter their E-raider username and password each time they enter the site.

If students do not have E-raider account, they can request one at [https://eraider.ttu.edu](https://eraider.ttu.edu). If students have forgotten their password or need assistance logging in, they may call the TTU technology hotline at (806)742-HELP.

**INSTRUCTOR COMMUNICATION**

The instructor will be the primary point of contact for this course. Students will refrain from using the instructor’s first name in salutations, unless the instructor invites them to do so. In academia, it is expected that students will refer to instructors as Dr. or Professor, if they earned a Ph.D. or Ed.D, and as Mr. or Ms., if they have not. Review the instructor’s name, at the beginning of the syllabus, to see if Ph.D. or Ed.D. is listed after their names, to determine rules of address.

Students can expect the instructor to respond to emails within 24 hours of receipt. If emails are received Friday or Saturday, the instructor will respond by the next business day (Monday through Friday, 8 a.m. to 5 p.m.). Depending on the request, the instructor may need longer than 24 hours to fully address the situation, but any delay will be communicated during the initial response. The instructor will strive to be available on email from 3:30-5:00pm CST on Mondays in case students have issues with submitting documents, blogs, posts, quizzes or exams. The instructor teaches several courses so the student R# and course number are required in the subject line to ensure a response. TTU.edu email accounts are the only allowable email accounts due to federal privacy laws.

For all graded learning opportunity assignments, the instructor will provide feedback (through a grading rubric or comments, etc.) within 7 days following the end of the availability period. Students should not typically expect any feedback, other than a score on exams. Exams are designed to determine the level of learning – not as an opportunity for learning.

**Please note that unsuccessful completion of this class or course completion of at least 60% of the semester, may result in repayment of all or part of student financial aid. For further information, please contact Student Financial Aid, 806-742-3681, or finaid.advisor@ttu.edu.**
GRADE DISPUTES

If a student has an issue with a grade, email the instructor within ONE WEEK (7 days) of the assessment grade posting. In the email, clearly describe the specific issue and outcome expectation (make sure to consult the syllabus before to ensure the proposed outcome is within the policies of the course). If the situation is not resolved, follow the steps in the “Resolving Student Issues” section of the syllabus attachment on Blackboard.

SUBMISSION GUIDELINES AND POLICIES

All assignments, quizzes, exams, blogs, discussion posts and case studies are due on the last day of the Course Week, Mondays (except Weeks 1, 8 and 14) at 5:00 p.m. CST. See the Course Schedule for more information.

There will be NO make-up activities, quizzes, exams or case studies. If a student fails to complete and successfully submit an assessment by the due date and time in this course, there will be NO opportunity for makeup or late acceptance. NO EXCEPTIONS will be made. Assessments, excluding the final exam, are open and available for a ten (10) day period; therefore, absences for any reason are not excuses to extend due dates or times, unless a university approved absence spans the entire 10 day period.

Submissions are due as SafeAssign uploads on Blackboard. Blackboard links will take a student to the location. (Although Blackboard may make arbitrary deadline changes, the syllabus deadline is absolute, unless the instructor emails a change.)

Since late submissions are not accepted. Make sure that SUBMIT button is clicked for all assignments, as late or missing submissions will receive a grade of zero. Students must check that the submission properly submitted. Failure to check for proper submission is not an acceptable excuse for late or missing assignments. Also, ensure that the submission is readable and that photos uploaded properly. The instructor will make no exceptions for assignments that cannot be opened for evaluation and grading.

If a task is started before the deadline, but is not successfully submitted before the end of the availability period, the submission will not be accepted. All work must be submitted within Blackboard. Email submissions are not accepted.

**Technical difficulties prior to the due date and time must be immediately reported to the instructor with a screen shot of the issue. An email with the assignment is also be required at time of difficulty and must be before the due date and time. Report of failure at a later time will result in no accommodation. Regardless of whether Blackboard will allow a student to enter an assignment or exam after the due date, students who submit after the due date and time will not receive credit.**

Having computer problems does not constitute a legitimate reason for not completing tasks in the course, so students should plan accordingly to allow any time necessary to work out and technical/computer problems they may encounter. The IT Department (742-HELP) should be contacted for technical difficulties, not the instructor. Having access to reliable internet connections and a working computer is the student’s responsibility.

*See the Syllabus attachment for important dates and TTU, HRM and RHIM Policies and Resources*
Texas Tech University  
College of Human Sciences  
Department of Hospitality & Retail Management  
Syllabus Attachment

SPRING 2019 DATES TO REMEMBER

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Jan. 16</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Jan. 22</td>
</tr>
<tr>
<td>Last day to drop a course &amp; have charges removed without academic penalty</td>
<td>Feb. 2</td>
</tr>
<tr>
<td>Last day to drop a course with academic penalty</td>
<td>Mar. 27</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 18</td>
</tr>
</tbody>
</table>

OPERATING POLICIES PERTAINING TO ALL COURSES

1. CLASSROOM CIVILITY
   Attendance and class participation is expected at all class sessions. Higher grades cannot be expected unless the student has actively participated in class. It is your responsibility to attend each class session on time. Class starts promptly. If you must leave class earlier for any reason, you must inform the instructor at the beginning of the class for permission. Lack of attendance and participation may negatively affect the grade you receive in the class.

   Students are expected to assist in maintaining a classroom environment which is conducive to learning. Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php).

2. ACADEMIC INTEGRITY (OP 34:12):
   Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University (“University”) Quality Enhancement Plan, Academic Integrity Task Force, 2010] For detailed information regarding these policies, see http://www.depts.ttu.edu/studentjudicialprograms/academicinteg.php.
3. STUDENTS WITH DISABILITIES (OP 34.22)
Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor’s office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services office in 335 West Hall or call 806-742-2405.

For detailed information regarding Texas Tech’s Student Disability Services, see http://www.depts.ttu.edu/students/sds/

4. STUDENT ABSENCE FOR OBSERVANCE OF A RELIGIOUS HOLY DAY (OP 34:19)
"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

5. ABSENCE DUE TO OFFICIAL UNIVERSITY APPROVED TRIPS (OP 34.04)
Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips must notify the student's instructors of the departure and return schedules. The instructor so notified must not penalize the student, although the student is responsible for material missed. Any student absent because of university business must be allowed to make up missed work within a reasonable span of time or have alternate grades substituted for work due to an excused absence. Students absent because of university business must be given the same privileges as other students; e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege.

Note: Optional activities, including travel activities, are excluded from the above policy if participation is optional and not a requirement of the university sponsored activity. This would include road shows, interviews, event participation, or specific extra credit course or program related activities.

6. CLASS COMPLETION
Please note that unsuccessful completion of this class or course completion of at least 60% of the semester, may result in repayment of all or part of your student financial aid. For further information, please contact Student Financial Aid, 806-742-3681, or finaid.advisor@ttu.edu.
7. RESOLVING STUDENT ISSUES
If you encounter an issue in this course you should follow the following chain of authority:
1. First discuss it with the instructor of the course in an attempt to resolve the issue.
2. If the issue is not resolved, or is something you do not feel comfortable discussing with the instructor, you should contact the Department Associate Chairperson.
3. Only after discussing the issue with the Associate Chairperson should you contact the Hospitality and Retail Management Department Chairperson.

Under no circumstances should you begin this process with the Chairperson or the Dean’s Office without first consulting the Associate Chairperson.

8. STATEMENT OF NONDISCRIMINATION
Neither the instructor nor any student in this class will discriminate or tolerate discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. This policy extends to in class discussions, student essays, and all other forms of communication associated with this course, to include informal conversations within the classroom but outside the parameters of this course.

9. STATEMENT OF DIVERSITY
By its very design, this course engages texts that some students might find difficult and/or controversial. In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

10. LGBTQIA SUPPORT STATEMENT*:
Office of LGBTQIA, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433
Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.

11. EMERGENCY PROCEDURES
In the unlikely event of an emergency, students and faculty should follow the guidance provided at the website below. There is a possibility that this may include evacuation of the building or seeking shelter within the building.

http://www.depts.ttu.edu/hs/emergency_planning/index.php
http://www.depts.ttu.edu/communications/emergency/

11. TTU RESOURCES FOR DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE
Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, https://www.depts.ttu.edu/scc/(Provides confidential support
on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, https://www.depts.ttu.edu/rise/ (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, http://www.depts.ttu.edu/ttpd/ (To report criminal activity that occurs on or near Texas Tech campus.)

12. **GRADE OF INCOMPLETE (I)**
   - The grade of Incomplete (I) is given **only** when a student’s work is satisfactory in quality but, due to reasons beyond his or her control, has not been completed. It is not given in lieu of an “F” or “W.”
   - The instructor assigning the grade will stipulate in writing, at the time the grade is given, the conditions under which the “I” may be removed.
   - The grade of “I” will remain on the record until the faculty member submits a new grade.
   - After one calendar year, “I” grades will change to a grade of “F.”
   - A form must be submitted prior to the end of the semester for each grade of “I.”
   - If a student repeats the course, the appropriate grade will be given for the second registration and the Office of the Registrar will replace the “I” with an “R.”

13. **OMBUDSMAN FOR STUDENTS**
   The Ombudsman for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 232E of the Student Union Building or call (806) 742-SAFE.