

MASTER SYLLABUS AND DEPARTMENTAL POLICIES *Spanish III for Spanish Speakers (SPAN 2313)*
Español III para hispanohablantes

Course

Spanish 2315

[Insert section number, synonym, campus, room number, course meeting days and times]

Professor

[Insert your name, office campus and room number, office phone number or Voice Box for adjunct instructors, office hours and location, ACC e-mail address, and information on how to make an appointment and other avenues for contacting professor as appropriate, such as through Blackboard]

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

Course Description (Copy exactly)

Credit Hours: 3

Classroom Contact Hours per week: 3

Laboratory Contact Hours per week: 0

This course is the continuation of SPAN 2313. This course is designed for students who can already communicate in Spanish by having lived among Spanish speakers, yet need further formal training to continue improving their Spanish proficiency. The emphasis of this course is to enhance students' listening comprehension and reading, writing, and speaking skills within a cultural context. This course is taught completely in Spanish.

Notice: (Copy exactly)

This course is equivalent to SPAN 2312. Credit will not be given for both SPAN 2315 and 2312. If you need credit for SPAN 1411 and 1412, you can take those courses or receive credit by exam. To obtain information on credit by exam go to <https://sites.austincc.edu/foia/credit-by-exam/>

The Spanish Department at ACC offers challenge exams for SPAN 1411 and SPAN 1412 for non-speakers and Spanish-speakers. If you speak Spanish, it is recommended that you take the *SPAN 1411 and SPAN 1412 Challenge Exams for Spanish-Speakers*. You will need to earn an "A" or a "B" on your exams in order to be awarded college-credit for having taken the exam. While you are taking SPAN 2313 and 2315, your professor will guide you in taking the SPAN 1411 and SPAN 1412 Challenge Exams for Spanish-Speakers. Consequently, you will be earning credit for 4 semesters of Spanish in 2 semesters; which will save you time and money. The *SPAN 1411 and SPAN 1412 Challenge Exams for Spanish-Speakers* are only available for students taking SPAN 2313 and 2315.

Course Rationale (Copy exactly)

In addition to working toward increased proficiency in the Spanish language, this course is intended to fulfill one semester of the World Languages requirement as needed for Associate Degree plans and transfer credit to four-year institutions. The number of courses required varies by discipline and institution.

Prerequisites (Copy exactly)

SPAN 2313 or an equivalent Spanish for Spanish Speakers course from another university. Students with credit for SPAN 2311 must obtain consent from the instructor before enrolling.

Please note:

1. If this is the only course for which you are registered and you are withdrawing, this may constitute a withdrawal from the institution. (See the ACC catalog).
2. Any student wishing to challenge this course by examination MUST withdraw by the *twelfth class day (the fourth day in the summer).

* This is the twelfth day from the beginning of the semester for all ACC courses, not necessarily the twelfth day of your class. During the summer, the deadline is the fourth class day.

Spanish 2315 Learning Outcomes

[Instructors may add additional objectives to the list]

The main objective of the course is to enhance students' listening comprehension and reading, writing, and speaking skills within a cultural context. This course is taught completely in Spanish.

At the end of Spanish 2315, students should be able to do the following:

Reading

- apply a variety of reading strategies (scanning, guessing, predicting, identifying cognates, making inferences, etc) to increase understanding of new concepts and ideas.
- use proper phonemic and apply alphabetic principles.
- demonstrate increased complexity and interest in written language by being exposed to different writing styles and a variety of literary readings.
- use a greater variety of vocabulary.

Listening

- use a variety of listening strategies (listening for the main idea, listening for specific details, asking for clarification, anticipating, predicting, etc.) in order to increase understanding of oral speech.
- compare and contrast different points of view and perceptions during class discussions.
- state the main idea and details when listening to a passage based on familiar material or when listening to authentic selections like interviews, video-clips and songs.

Speaking

- maintain conversations on a variety of topics such as college experiences and academic goals, professional plans and aspirations, personal finances management, life priorities and concerns.
- describe people, events, situations, and outcomes.
- respond appropriately to oral and written questions posed in the classroom.
- give recommendations and instructions.
- narrate stories in a variety of different tenses.
- express hopes, feelings, doubts, and wishes.
- develop speed and accuracy of the language through repetition and practice.

Writing

- produce audiovisual essays to express personal views on a variety of topics such as college experiences and academic goals, professional plans and aspirations, personal finances management, life priorities and concerns.
- create complex sentences and compositions to establish purpose, audience, clarity, unity, and coherence.
- apply grammar, spelling, and accent rules.

- use appropriate grammar and verb forms to handle the following tasks: describe present and past events, talk about conditional and future actions, and use the present subjunctive to express situations that are not presented as facts, but rather as wishes, doubts, emotions, possibilities, or subjective attitudes.

Cultural Awareness

- perceive and identify cultural contrasts through readings and videos.
- demonstrate awareness of current issues and past history of Hispanic countries.
- gain interest in other cultures values and customs through readings, videos, and class discussions.

General Education Students Learning Outcomes (Copy exactly) Students will also demonstrate competence in:

Critical Thinking

Gather, analyze, synthesize, evaluate and apply information for the purposes of innovation, inquiry, and creative thinking.

Teamwork

Consider different points of view to work collaboratively and effectively in pursuit of a shared purpose or goal.

Social Responsibility

Analyze differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Personal Responsibility

Identify and apply ethical principles and practices to decision-making by connecting choices, actions and consequences.

Communication Skills

Develop, interpret, and express ideas and information through written, oral and visual communication that is adapted to purpose, structure, audience, and medium.

Course Materials (Copy exactly)

This is a Z-class (Zero Textbook Cost section). Course materials are provided online at no cost to the student.

Dávila, R. (2025) Libro interactivo: Español III para hispanohablantes. Articulate Rise 360.

Think of this Rise 360 course as a virtual book—one that combines reading, media, and interactive activities in an easy-to-navigate format.

Instructional Methodology

[You may adapt this section, but it must state whether the class is lecture, online, hybrid, or hyflex. Select the appropriate option for your class. For online, hybrid classes, or hyflex, also add information about required equipment and software access.]

[For face-to-face lecture classes] In this lecture format course, the components of listening and speaking will be emphasized during class time. We will spend most of the time using the language, not talking about it. The grammatical explanations will be kept to a minimum and you will be required to work in pairs and small groups. Your active participation in group work is required for the success of the class. The reading and writing components of the class will be mainly practiced at home. The online and written assignments will be helpful in developing these two skills. The online audio activities will aid you in the comprehension and pronunciation of Spanish.

[For online classes] In this online format class, our primary objective is to learn to communicate in Spanish. We will study vocabulary words and grammar rules with this end in mind. We will practice developing reading, writing, speaking, and listening skills. *[Please insert information about specific equipment/software requirements of your online class. Advise students, many of whom may be new to distance learning, about the differences between online and traditional face-to-face learning. In particular, advise students of the time management and study skills required to be a successful online student. Encourage students new to distance education to review the ACC Distance Education General Information available at <https://online.austincc.edu/faq/> Likewise, use of the college approved learning management system should be clearly stated for hybrid and online courses. Some suggested wording might be: “Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.”]* Although we do not meet as a class on campus, you will be required to complete work according to a schedule. You should be prepared to spend a minimum of at least 12-16 hours per week studying and doing assignments to prepare for class. It is best to study a little each day.

[For hybrid classes] In this hybrid format class, our primary objective is to learn to communicate in Spanish. We will study vocabulary words and grammar rules with this end in mind. We will practice developing reading, writing, speaking, and listening skills. In the hybrid format, we meet a reduced amount of time as a class on campus, and you will be required to complete the majority of the work online. *[Please insert information about specific equipment/software requirements of your online class. Advise students, many of whom may be new to distance learning, about the differences between online and traditional face-to-face learning. In particular, advise students of the time management and study skills required to be a successful online student. Encourage students new to distance education to review the ACC Distance Education General Information available at <https://online.austincc.edu/faq/> Likewise, use of the college approved learning management system should be clearly stated for hybrid and online courses. Some suggested wording might be: “Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.”]* You should be prepared to spend a minimum of at least 12-16 hours per week in class or online, studying and doing assignments to prepare for class. It is best to study a little each day.

[For hyflex classes] This a HyFlex class, which is delivered in this classroom and via Zoom at the same time. That means you may attend in person or join us online. You may come in person one day and attend online the next. Online participants are expected to ask and answer questions just like those who are in the classroom. Our primary objective is to learn to communicate in Spanish. We will study vocabulary words and grammar rules with this end in mind. We will practice developing reading, writing, speaking, and listening skills. *[Please insert information about specific equipment/software requirements of your online class. Advise students, many of whom may be new to distance learning, about the differences between online and traditional face-to-face learning. In particular, advise students of the time management and study skills required to be a successful online student. Encourage students new to distance education to review the ACC Distance Education General Information available at <https://online.austincc.edu/faq/> Likewise, use of the college approved learning management system should be clearly stated for hybrid and online courses. Some suggested wording might be: “Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.”]*

Student Technology Support *[Instructors may add additional technology support information.]*

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

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

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

Grading System

[Follow guidelines carefully:]

1. *You must state the number of exams in your grading system.*
2. *During the semester you should test at regular intervals. Use, for example, quizzes, exams, oral activities, and written compositions.*
3. *A minimum of three main tests, an oral exam or interview, and a comprehensive final are required. An oral presentation and compositions are also recommended. (During the 5-week summer session, only two main tests, rather than three, are required.)*
4. *Tests should include written and listening components, and the four skills and culture should be tested during the semester. Multiple choice questions should be avoided excepting comprehension questions and culture.]*

Sample Grading System

4 Tests	40%
Quizzes	10%
Compositions	15%
Workbook/Lab	10%
Oral Production	15%
Class Participation and Attendance	10%

Grade Scale

90 – 100=A
80 – 89=B
70 – 79=C
60 – 69=D
0– 59=F

Schedule of Work

[The following schedule of work is for classes meeting twice weekly, thirty-one times per semester. If your class meets more than twice per week, adapt your syllabus by replacing every two days listed below by the number of days you meet per week. Sometimes the spring semester has one more class period (thirty-two days), in which case there will be an extra day for review.]

[Include the following statement with the schedule of work.] Please note that schedule changes may occur during the semester. Any changes will be announced in class and posted as a Blackboard Announcement *[Blackboard may be changed to another resource you are using to communicate]*.

Introduction to the course	1 day
Capítulo 5	5 days
Exam 1	1 day
Capítulo 6	5 days
Exam 2	1 day
Capítulo 7	5 days
Exam 3	1 day
Capítulo 8	5 days
Oral production	2 days

Review	4 days
	31 days

Generative Artificial Intelligence Policy (Copy exactly)

This policy outlines the rules and expectations for the use of Generative Artificial Intelligence (GAI) tools in this course. This course is designed to help students develop their language proficiency through personal effort, practice, and engagement with course materials. In order to preserve academic integrity and support authentic language acquisition, the use of GAI tools is not permitted for use in drafting, editing, translating, or completing any coursework unless specified otherwise by the instructor.

All assessments—including written assignments, class exercises, quizzes, and exams—must be completed using your own original language skills. The use of GAI in these assessments constitutes academic dishonesty. Submissions will be evaluated for evidence of authentic language production, and suspicious patterns may be subject to further review. Instructors may check whether students using vocabulary and grammar beyond the level of the course understand their use.

Generative Artificial Intelligence refers to any software or application capable of producing human-like text, translations, or corrections based on prompts or inputs. This includes, but is not limited to:

- AI language models (e.g., ChatGPT, Claude, Bing Copilot, Gemini)
 - Machine translation tools (e.g., Google Translate, DeepL, Reverso)
 - Browser translation features (such as in Chrome, Safari, Firefox and others)
 - AI writing assistants or rewording tools (e.g., Grammarly, QuillBot, Wordtune)
- Students are expected to use their textbook, course notes and handouts, dictionaries, or other reference materials to complete assignments.

Consequences for Violations

Violation of this policy is considered a breach of academic integrity and may result in the following consequences:

- A grade of zero on the affected assignment or assessment
- A formal academic misconduct report filed with the College or university
- Failure of the course and additional institutional disciplinary action
- Repeat violations may result in more serious penalties as determined by institutional policy.
- Exceptions
- Exceptions to this policy may be made only with prior documented approval from the instructor.

Exceptions may include approved accommodations through Student Accessibility Services or explicit instructor-approved use of GAI for specific tasks (e.g., comparing machine translation with human translation as part of a guided activity).

If you have any questions about what constitutes appropriate or inappropriate use of GAI, or about potential breaches of course policies, please consult your professor for clarification.

Course Policies *[Instructors may add additional policies.]*

Attendance / Participation *[Instructors should select the option for lecture or distance learning courses. Wording may be adapted. For online courses, state whether the class is asynchronous or synchronous.]*

[For lecture classes] By College policy, regular and punctual class attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. Due to the emphasis on oral practice, attendance is mandatory and will be checked daily. Departmental policy allows instructors to drop students with more than **three** absences. Leaving class prior to class dismissal without the instructor's approval will be counted as an absence. Language

classes are very interactive and you will be required to participate regularly in class and group activities. Failure to participate will result in a lower daily grade for participation.

[Include the following statement.] In the event the college or campus closes due to unforeseen circumstances (for example, severe weather or other emergency), the student is responsible for communicating with their professor during the closure and completing any assignments or other activities designated by their professor as a result of class sessions being missed.

[For distance learning classes] Regular and timely class participation and completion of work is expected of all students. If compliance with course policies is unsatisfactory, the instructor may withdraw students from the class. *[Distance learning instructors should give details explaining under what circumstances they would drop a student from an online or hybrid course.]*

Withdrawals

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

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

Missed or late work

[Instructors should insert their policies on missed or late work here.]

Incompletes

If there is a documented extenuating circumstance after the last day to withdraw, then you may be eligible for an incomplete. The student must be in good standing and have a C or higher. The student must consult with the instructor and the final decision will be at the instructor's discretion.

1. Prior to the end of the semester in which the I is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to

the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.

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

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

Copyright violations

By college policy, there shall be no copying of or from copyrighted works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material. Copying shall not substitute for the purchase of books, publishers' reprints or periodicals.

College Policies

[ACC faculty may choose to distribute the following college policies as a separate handout from the rest of their course syllabus.]

The information below represents college-wide policies that are common to all course sections.

[Download College Policies & Student Support Services Handout \(PDF\)](#)

[Download College Policies & Student Support Services Handout \(Google Docs\)](#)

Health & Safety Protocols

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

Some important things to remember:

- ACC encourages all students, faculty, and staff to get vaccinated. COVID-19 vaccines are now widely available throughout the community. Visit [vaccines.gov](https://www.vaccines.gov) to find a vaccine location near you.
- If you are experiencing COVID-19-related symptoms, get a COVID-19 test as soon as possible before returning to an ACC facility. Testing is now widely available.
- Face masks on campus are welcome, but not required. Face masks remain a good way to protect yourself from COVID-19.
- Continue to respect the personal space of others. ACC encourages 3 feet of social distancing.
- Carry your student, faculty, or staff ID badge at all times while on campus.

Statement on Academic Integrity

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements, and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include but are not limited to: plagiarism, cheating, fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Read more about the [Academic Integrity Process](#).

Student Rights & Responsibilities

ACC students have the same rights and protections under the U.S. Constitution. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students

have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state and federal laws. Read about [Student Rights and Responsibilities](#).

As a student of ACC, you are expected to abide by the [Student Standards of Conduct](#).

Senate Bill 212 and Title IX Reporting Requirements

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

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

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

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

Student Complaints

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

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

Go to the [Student Complaints page](#) for further information about the complaints process, including the form used to submit complaints.

Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Faculty cannot provide grades over the phone, by email, or to a fellow student.

Recording Policy

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

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

Safety Statement

Health and safety are paramount in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health, and safety procedures and agree to follow ACC safety

policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Go to the [Emergency Management page](#) to learn about safety procedures and how to sign up for emergency alerts.

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action. In the event of disruption of normal classroom activities due to an emergency situation or an outbreak, the format for this course may be modified to enable completion of the course. Students will be provided an addendum to the class syllabus that will supersede the original version.

Smoke, Vaping, & Tobacco-Free Environment

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

Campus Carry

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy. It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-1231. Please refer to the concealed handgun policy online on ACC's [Campus Carry](#) webpage.

Discrimination Prohibited

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

College faculty are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the Manager of Title IX/Title VI/ADA Compliance. Licensed clinical counselors are available across the District and serve as confidential resources for students.

Additional information about Title VI, Title IX, and ADA compliance can be found in the [ACC Equal Opportunity Resource Guide](#).

Use of ACC email

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

Use of the Testing Center

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

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

Student Support Services

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

Student Support

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

Student Accessibility Services

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

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

Until the instructor receives the FNL, accommodations should not be provided. Once the NAA is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student’s best interest to request their accommodations as soon as possible prior to the beginning of the semester. Please contact SAS@austincc.edu for more information.

Academic Support

ACC offers academic support services on all of its campuses. Services including online tutoring, academic coaching, and supplemental instruction are free to enrolled ACC students. Tutors are available in a variety of subjects. Students may receive these services on both a drop-in and referral basis. Those interested can find more [Information about online tutoring](#)

Library Services

ACC Library Services offers in-person and extensive online services. Although all college services are subject to change, plans include ACC students signing up for study space and use of computers at open libraries, extensive online instruction in classes, online reference assistance 24/7 and reference with ACC faculty librarians.

In addition, currently enrolled students, faculty, and staff can access Library Services online (also 24/7) via the ACC Library website and by using their ACCeID to access all online materials (ebooks, articles from library databases, and streaming videos). ACC Libraries offer these services in numerous ways such as: “Get Help from a Faculty Librarian: the 24/7 Ask a Librarian chat service,” an online form for in-depth research Q and A sessions, one-on-one video appointments, email, and phone (voicemail is monitored regularly).

- [Library Services website](#)
- [Ask a Librarian 24/7 chat and form](#)

- Library hours of operation by location
- Email: library@austincc.edu

Parent and Family Engagement Services

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

Academic Adjustments for Pregnant Students

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

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

Additional examples and further information are available at the [Accommodations for Pregnant Students website](#). To request adjustments due to pregnancy, contact equalopportunity@austincc.edu. Student Organizations

ACC has more than 70 student organizations that offer a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available on the [ACC Student Life website](#).

Personal Support

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

- [Central Texas Food Bank](#) for food resources, including community pantries and food bank drives.
- [Student Advocacy Center](#) for assistance with childcare or utility bills.
- [Student Emergency Fund](#) for help with unexpected expenses that may cause you to withdraw from one or more classes.
- [Student Money Management Office](#) for help with budgeting for college and family life • The [Child Care](#) webpage for services for student parents.
- [Mental health counseling](#) services are available throughout the ACC Student Services District to address personal and or mental health concerns.

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

Free Crisis Hotline Numbers

- Austin/Travis County 24 hour Crisis & Suicide hotline: 512-472-HELP (4357)
- The Williamson County 24 hour Crisis hotline: 1-800-841-1255

- Bastrop County Family Crisis Center hotline: 1-888-311-7755
- Hays County 24 Hour Crisis Hotline: 1-877-466-0660
- National Suicide Prevention Lifeline: 988 or 1-800-273-TALK (8255)
- Crisis Text Line: Text “HOME” to 741741
- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: 1-800-662-HELP (4357)
- National Alliance on Mental Illness (NAMI) Helpline: 1-800-950-NAMI (6264)

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