MASTER SYLLABUS AND DEPARTMENTAL POLICIES
ARABIC 1411

Course
Arabic 1411 [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: 4
Classroom Contact Hours per week: 4
Laboratory Contact Hours per week: 0

Study of fundamentals of Arabic: conversation, basic writing, listening and reading comprehension, vocabulary building, grammar, and culture. This course fosters understanding of Arabic-speaking people through cultural comparison and development of written and spoken communication. No prerequisites.

Course Rationale (Copy exactly)
In addition to offering the fundamentals of the Arabic 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 institution. The number of courses required varies from discipline and institution.

Credit by Examination/High School Language Credit
If you are not sure if this course is the correct level for you, please talk to your professor. You can earn college credit without taking this course by exploring all your options. You could easily be placed in the appropriate level, which could save you time and money. You can earn credit for this course with the following:

High School AP or IB scores
Course Challenge Exams (ACCs in house exams for all languages)

Please be aware that there is not a financial penalty incurred for a level change at ACC. Please visit our departmental website for more information or talk to your professor:
http://sites.austincc.edu/fola/credit-by-exam/

General Education Student Learning Outcomes: *(Copy exactly.)*
Students will 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 Objectives: The main objective of this course is to develop competencies that align with the general education goals of critical thinking, interpersonal skills, civic and cultural awareness, personal responsibility, and written, oral and visual communication, in the Arabic language, at an appropriate level. The ability to understand and communicate and comprehend Arabic will develop along with the knowledge of the vocabulary, grammatical structures of the language, and exploration of how culture shapes communication. Two to three hours a day should be dedicated for the study of Arabic (at least two hours outside of class for each hour in class).

At the end of Arabic 1411, students should be able to do the following:

At the end of Arabic 1412, students should be able to do the following:

CRITICAL THINKING:
- utilize context to determine meaning when listening to authentic texts.
- synthesize and summarize important information learned from others.
- utilize a variety of strategies to deal with unprompted speech when communicating with others.
- utilize induction and analogy to determine grammar structure.
- reason and make educated guesses or hypothesis when communicating with others.
- compare and contrast various aspects of contemporary life and cultural background in Arab societies with their own.

TEAMWORK (Interpersonal Skills):

- converse with partners about topics related to them.
- help one another with areas of difficulty.
- brainstorm in groups to organize tasks.
- discuss perspectives on cultural differences with partners or groups.
- share resources related to common interests.

SOCIAL RESPONSIBILITY (Civic and Cultural Awareness):
- discuss the importance of cultural identity in different Arabic-speaking countries.
- utilize formal and informal speech correctly.
- demonstrate awareness of current events in Arabic-speaking countries.
- discuss and compare changes in the Arab world to their own.

PERSONAL RESPONSIBILITY:
- show time management skills by successfully completing tasks on time.
- acquire effective study habits for language learning.
- state how learning Arabic will be useful to them and improve their lives.
- discuss aspects of Arabic language and culture of personal interest.
- make appropriate decisions when interacting with Arab-speaking people

COMMUNICATION (Written, Oral and Visual Communication):
- communicate effectively in common situations such as introductions, family, weather, and ordering in a restaurant.
- utilize visuals and context to convey and predict meaning
- demonstrate awareness of the differences between formal and spoken Arabic.
- utilize organizing techniques and logical sequencing when writing.
- interpret and express ideas through written, oral and visual communication

Discipline Learning Outcomes

After four semesters of Arabic, students should be able to:

CRITICAL THINKING:

- apply a variety of reading strategies to read a range of styles in formal Arabic.
- use a variety of listening strategies in order to comprehend and understand oral speech.
- use analytical language and techniques to analyze texts, images, and other forms of cultural expression.
- state the main idea and some detail when listening to a passage on familiar material or authentic selections.
- initiate and sustain conversations about self, life, and environment with native speakers who are accustomed to converse with learners of Arabic as non-native speakers.
- paraphrase if necessary and demonstrate accuracy in the basic sentence structures.
- compare key cultural issues within and between Arabic-speaking world.

TEAMWORK (Interpersonal Skills):

- complete a variety of language-based activities working in pairs and small groups.
- demonstrate the ability to negotiate meaning to complete language-based activities.
- demonstrate the ability to work in groups to achieve a common goal.
- demonstrate the ability to consider different points of view and work effectively with others to support a shared purpose or goal.

SOCIAL RESPONSIBILITY (Civic and Cultural Awareness):

- compare and contrast different perspectives on cultural issues, customs, and traditions after reading or listening in Arabic.
- demonstrate some intercultural competence by correctly using formal and informal speech, changing registers as needed, and using gestures.
- mention some differences among the Arabic-speaking countries.
- show awareness of current events in the Middle East region and analyze their implications.
- state ways that studying Arabic-speaking societies can help understand and improve their own society.
- explain the importance of knowledge of Arabic culture for relationships between individuals, businesses, or nations.

PERSONAL RESPONSIBILITY:

- acquire effective language learning strategies for life-long learning.
- state how learning Arabic will be useful to them and improve their lives.
- articulate ways that the Arabic language and the Arabic-speaking world would have impacted their personal identity.
- explain the value of learning about other people and respecting cultural differences
- make appropriate decisions when interacting with people from different cultures

COMMUNICATION (Written, Oral and Visual Communication):

- show effective written and spoken communication in Arabic at the appropriate level using a variety of strategies and adopting the appropriate type of speech .
- use listening strategies such as listening for the main idea and for specific details and asking for clarification.
- exhibit conceptual understanding and control of courtesy expressions and appropriate kinesics when speaking in Arabic.
- interpret and express ideas through written, oral and visual communication.

Required Texts/Materials (All instructors should use the following books)

1. ***Alif Baa****: Introduction to Arabic Letters and Sounds with website* by Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi , 3rd Edition.

2. Handouts as provided by the instructor.

Instructional Methodology [You may adapt this section, but it must state whether the class is lecture, online, or hybrid.]
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 first 6 weeks of the class will be spent learning the Arabic writing system and students are expected to practice writing at home on a daily basis. The Workbook and written assignments will be helpful in developing both reading and writing skills. The companion website and the DVD will aid you in the comprehension and pronunciation of Arabic.

[Sample for for online classes.] In this online format class, our primary objective is to learn to communicate in [name of language]. 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.

Student Technology Support

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. You must state the number of exams.)
Although grading criteria are different for each instructor, the course must include at least three exams given at regular intervals, as well as a comprehensive final exam. At the instructor's

discretion quizzes, conversation activities and short written compositions may compose part of the final grade. Oral testing must be included during the semester. At least ten percent (10%) of the final grade in languages courses must be allotted to workbook activities or quizzes based on them.

Please note: students must receive a grade of C or better in order to continue with Arabic 1412.

Sample Grading System:		**Grade Scale**	
Class Participation/Attendance	10%	90 – 100	A
3 Tests (15% each)	45%	80 – 89	B
Quizzes/Homework	15%	70 – 79	C
Oral Exam	10%	60 – 69	D
Comprehensive Final Exam	20%	0 – 59	F

Schedule of Work

[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]*.

The following schedule of work is for classes meeting twice weekly, thirty-one times per semester. After allotting six days for testing, twenty-five days remain for instruction. You should spend approximately the number of days indicated below on each unit. The instructor may want to use class-time to show a subtitled movie or an animated film.

Introduction to the course	1 day
Alif Baa (Units 1-10)	22 days
Test 1	1 day
Test 2	1 day
Test 3	1 day
Movie/Cultural Activity	1 day
Oral Interviews	2 days
Review	1 day
Final Exam	1 day
	31 days

Course Policies (Instructors may add additional policies)

Attendance / Participation *[For online classes, instructors must state whether the class is synchronous or asynchronous. For synchronous online classes, your attendance policy may be the same as the following one for classes on campus with an additional statement at the beginning such as: This is a synchronous online class with regular required class meetings.]*
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.

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 online classes, change the preceding statement as needed. You must state whether the class is synchronous or asynchronous. Here is an example for asynchronous classes.] Although this class is asynchronous, and does not have regular class meetings, timely class participation in pair/group assignments and completion of work is expected of all students. If compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

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

Instructors do not need to include the following college policies on syllabi if they include the following reference to them on Blackboard:
All College Policies must be followed in this class. Please review them by clicking on the *College Policies and Student Support Services* link in the menu for this class in Blackboard.

If you include the following policies on your syllabus, the wording should not be changed.

Health and Safety Protocols

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 https://www.vaccines.gov/ to find a vaccine location near you.
- The college's Appian Health Screening App remains available to all visitors at https://sites.austincc.edu/coronavirus/acc-health-screening-app/. This is a good way to check your health before coming to class or work.
- If you are experiencing COVID-19-related symptoms, get a COVID-19 test as soon as possible before returning to an ACC facility.
- 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.

Visit https://offices.austincc.edu/institutional-effectiveness-and-grant-development/master-syllabi-college-policies/for the latest updates and guidance.

Statement on Academic Integrity

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

Any course specific policies, expectations, or procedures could be included here.

Student Rights & Responsibilities

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As

members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state, and federal laws. www.austincc.edu/srr

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

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

If you would like to talk with someone confidentiality, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online: https://www.austincc.edu/students/counseling . While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; compliance@austincc.edu .

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

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

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

Further information about the complaints process, including the form used to submit complaints, is available at:
http://www.austincc.edu/students/students-rights-and-responsibilities/student-complaint-procedures

Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a fellow student.

Class grades should be posted in Blackboard, and this could be mentioned here.

Recording Policy

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

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

Safety Statement

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at http://www.austincc.edu/emergency

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.

In the event of disruption of normal classroom activities due to an emergency situation or an illness outbreak, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

Campus Carry

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and

visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy.

It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-1231. Please refer to the concealed handgun policy online at http://austincc.edu/campuscarry

Discrimination Prohibited

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

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

Additional information about Title VI, Title IX, and ADA compliance can be found in the ACC Compliance Resource Guide available at:
https://drive.google.com/file/d/1o55xINAWNvTYgI-fs-JbDyuaMFDNvAjz/view

Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college- related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at:
http://www.austincc.edu/help/accmail/questions-and-answers

Use of the Testing Center

For Fall, 2021, the Testing Centers will allow only limited in person testing and testing time will be limited to the standard class time, typically one and one-half hours. Specifically, only the following will be allowed in the Testing Centers:

- Student Accessibility Services (SAS) Testing: All approved SAS testing
- Assessments Tests: Institutionally approved assessment tests (e.g., TSIA or TABE)
- Placement Tests: Placement tests (e.g., ALEKS)

- Make-Up Exams (for students who missed the original test): Make-up testing is available for all lecture courses but will be limited to no more than 25% of students enrolled in each section for each of four tests
- Programs incorporating industry certification exams: Such programs (e.g., Microsoft, Adobe, etc.) may utilize the ACC Business Assessment Center for the industry certification exams (BACT) at HLC or RRC

STUDENT SUPPORT SERVICES

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

Student Support

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these campus services and resources is available at *http://www.austincc.edu/students*. A comprehensive array of student support services is available online at:
https://www.austincc.edu/coronavirus/remote-student-support

Student Accessibility Services

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

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

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

Please contact SAS@austincc.edu for more information.

Academic Support

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

An online tutor request can be made here:
https://de.austincc.edu/bbsupport/online-tutoring-request/

Additional tutoring information can be found here:
austincc.edu/onlinetutoring

Library Services

ACC Library Services will be offering both in-person and extensive online services for Fall 2021, with research and assignment assistance available in-person during limited hours of service. Although all college services are subject to change this fall, plans include ACC students signing up for study space and use of computers at open libraries, extensive online instruction in classes, online reference assistance 24/7 and reference with ACC faculty librarians.
In addition, currently enrolled students, faculty and staff can access Library Services online (also 24/7) via the ACC Library website and by using their ACCeID to access all online materials (ebooks, articles from library databases, and streaming videos). ACC Libraries offer these services in numerous ways such as: "Get Help from a Faculty Librarian: the 24/7 Ask a Librarian chat service," an online form for in-depth research Q and A sessions, one-on-one video appointments, email, and phone (voicemail is monitored regularly).

- Library Website: http://library.austincc.edu
- Library Information & Services during COVID-19: https://researchguides.austincc.edu/LSinfoCOVID19
- Ask a Librarian 24/7 chat and form: https://library.austincc.edu/help/ask.php
- Library Hours of Operation by Location: https://library.austincc.edu/loc/
- Email: library@austincc.edu

Student Organizations

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at http://sites.austincc.edu/sl/.

Personal Support

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

- Food resources including community pantries and bank drives can be found here: https://www.centraltexasfoodbank.org/food-assistance/get-food-now
- Assistance with childcare or utility bills is available at any campus Support Center: http://www.austincc.edu/students/support-center.

- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes: http://www.austincc.edu/SEF.
- Help with budgeting for college and family life is available through the Student Money Management Office: http://sites.austincc.edu/money/.
  A full listing of services for student parents is available at:
  https://www.austincc.edu/students/child-care
- The CARES Act Student Aid will help eligible students pay expenses related to COVID-19:
  https://www.austincc.edu/coronavirus/cares-act-student-aid.

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

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

Free Crisis Hotline Numbers:

- Austin / Travis County 24-hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24-hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)**
- Crisis Text Line: **Text "home" to 741741**
  - Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline:**1-800-950-NAMI (6264)**

[*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.*]