

Colorado River Collegiate Academy

Creating Ability Through Effort

Student Handbook 2025-2026

Colorado River Collegiate Academy

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Table of Contents

Leadership, Faculty, and Staff	3 - 4
Vision, Mission and Motto	5
Core Values	6 - 7
Common Instructional Framework	7 - 9
Graduation Plans, Endorsements and Performance Acknowledgements	9 - 13
GPA and Class Rank	13
CRCA Testing Requirements	14
TSIA2 Cut Scores and College Readiness	14
CRCA Policies (Bell Schedules, Attendance, Transportation, etc.)	15 - 20
Austin Community College Policies	20
Satisfactory Academic Progress	21 - 24

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ADRIANA LOPEZ, ENROLLMENT AND PARTNERSHIPS COORDINATOR

DEVON MILLER, STUDENT ADVISOR

At the Colorado River Collegiate Academy we endeavor to escape the intellectual and emotional limitations of our time by igniting curiosity in the minds of our students, so that they will continue the learning process for life.

The Bastrop ISD does not discriminate in its educational programs or employment practices on the basis of race, color, religion, sex, national origin, age, disability, military status, or on any other basis prohibited by law. Inquiries concerning the application of Title VI, VII, and IX, and Section 504 may be referred to the district compliance officer; 504 inquiries regarding students may be referred to Derek Eberly at 512.772.7100.

CRCA's Vision

We envision a successful future in academia for all of our students, sustained by the foundation of an excellent high school education.

CRCA's Mission

We provide all of our students with the opportunity and educational foundation to pave the path to university success by earning an associate's degree upon graduation from high school.

CRCA's Motto

Effort Creates Ability

The Colorado River Collegiate Academy is an early college high school. It is an educational opportunity afforded to students by a partnership between Bastrop Independent High School and Austin Community College. Students attending CRCA take a rigorous course of study enabling them to earn an Associate Degree from ACC at the same time they complete their High School Diploma. CRCA offers a unique high school experience focused on academics and combines small class sizes with a cohort orientation.

CORE VALUES

We ask that all members of the CRCA community assist our campus by supporting the following CORE VALUES:

1. We will respect the learning process by:

- Being present and seated prior to the tardy bell
- Coming to class with the required materials needed
- Participating in all class activities
- Adhering to all policies/procedures associated with the use of communication/electronic/computer devices (including, but not limited to: cell phones, PSPs, MP3 players, computers)
- Always avoiding plagiarism and cheating

2. We will exhibit professionalism at all times by:

- Not participating in nor tolerating bullying/harassment/sexual harassment
- Addressing one another by the person's proper name (i.e. Ms. Jones)
- Adhering to the dress code and expectations outlined in the Student Code-of-Conduct
- Positively responding to all adult directives on the campus
- Respecting one another's personal property and school property (i.e. no graffiti/tagging/thefts**)**

3. We will encourage parental and community involvement by:

- Ensuring all school/home communication is delivered to the appropriate recipient
- Inviting parents and community members to participate in

parent/teacher conferences, PTSA, and other school events

4. We will support the collaborative efforts among BISD and ACC by:

- Completing the outlined 4-year plan of study
- Participating in internships, academic fairs, and other academically-based experiences
- Completing and presenting projects, exhibits, and research activities

Common Instructional Framework

Early college high schools use a common instructional framework with a core of six instructional strategies. The academic success of students in ECHS, throughout Texas and the United States, is due to the intentional use of these strategies in instructional delivery. Classrooms of profound teaching and learning, focused on a college preparatory curriculum, are created through the use of the common instructional framework. These strategies allow all students to access content, at rigorous levels, and enable our students to meet the college readiness standards. The use of the six strategies unequivocally empowers CRCA students, placing them in actively directing their learning.

Collaborative Group Work: Collaborative group work involves bringing students together in small groups for the purpose of engaging in learning. Effective group work is well planned and strategic. Students are grouped intentionally with each student held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported as well as challenged by their peers. Collaborative group work uses questioning, scaffolding, classroom talk and literacy groups.

Writing to Learn: Writing to learn is a strategy through which students can develop their ideas, critical thinking and writing skills. Writing to learn enables students to experiment everyday with written language and increase their fluency and mastery of written conventions. Writing to learn can also be used as a formative assessment and as a way to scaffold mid and high stakes writing assignments and tests.

Scaffolding: Scaffolding helps students to connect prior knowledge and experience with new information. Teachers use this strategy to connect students with previous learning in content areas as well as with previous learning in an earlier grade. Scaffolding also helps facilitate thinking about a text by asking students to draw on their subjective experience and prior learning to make connections to new materials and ideas.

Questioning: Questioning challenges students and teachers to use good questions as a way to open conversations and further intellectual inquiry. Effective questioning, by both the teacher and the students, deepens classroom conversations and the level of discourse students apply to their work. Teachers use this strategy to create opportunities for students to investigate and analyze their thinking as well as the thinking of their peers and the authors they read in each of their classes.

Classroom Talk: Classroom talk creates the space for students to articulate their thinking and strengthen their voice. Classroom talk takes place in pairs, collaborative group work and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Classroom talk opens the space for questioning, effective scaffolding and successful collaborative group work and literacy groups.

Literacy Groups: Literacy groups provide students with a collaborative structure for understanding a variety of texts and engaging in a higher level of discourse. Group roles traditionally drive literacy groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, length of texts, or student level of sophistication using this strategy. The purpose of the literacy groups is to raise student engagement with texts by creating a structure within which they may do so.

Graduation Plans

Foundation High School Program (FHSP): Students who entered high school in the 2014-15 school year and after, must graduate on the Foundation High School Program. All CRCA students will graduate on the FHSP with Endorsement or the Distinguished Level of Achievement. CRCA students have limited course offerings ouTSIA2de of the academic core. As a result, they are limited to the Science, Technology, Engineering and Mathematics (STEM), Arts and Humanities, and Multidisciplinary endorsements. Students may earn more than one endorsement.

CRCA Graduation Requirements

Foundation High School Program		
Discipline	**Requirements**	**Elective/Advanced Course Options**
English Language Arts	4 Credits: • Honors English 1 • Honors English 2 • ENGL 1301 & 1302 (English 3) • ENGL 2322 (English 4)	• Creative Writing
Mathematics	4 Credits: • Algebra 1 • Honors Geometry • Honors Algebra 2 • AP Pre-Calculus	• AP AB Calculus • AP BC Calculus • MATH 1414 (College Alg.) • MATH 1314 (College Alg.) • MATH 1332 (College Math) • MATH 2412 (Pre-Calculus) • MATH 2413 (Calculus 1)
Science	4 Credits: • Honors Biology • Honors Chemistry • Honors Physics BIOL 1408	• Scientific Research and Design 1 • Scientific Research and Design 2 • BIOL 1309 (Life on Earth) • Anatomy and Physiology
Social Studies	4 Credits: • Social Studies Research	• AP Human Geography • GOVT 2306 (Texas

	Methods • AP World History • Honors World History • HIST 1301 & 1302 (US History) • GOVT 2305 (US Government) • ECON 2301 (Economics)	Government) • SOCI 1301 (Sociology) • PSYC 2301 (Psychology) • Ethnic Studies • Honors World Geography • Civil Rights Civil Liberties • Personal Financial Literacy (REQUIRED FOR ALL CLASSES ENTERING HIGH SCHOOL IN THE 25-26 SCHOOL YEAR AND AFTER) • AP Comparative Government and Politics
LOTE	2 Credits: • SPAN 1411 (Spanish 1) • SPAN 1412 (Spanish 2)	• SPAN 2311 (Spanish 3)
Physical Education	1 Credit: • Foundations of Personal Fitness	
Fine Arts	1 Credit: • DRAM 1310 (Theater Arts 1)	
Electives	6 Credits: • Courses taken from the Elective/Advanced Course Options Column • EDUC 1300 (College Readiness and Study Skills) • SPCH 1315 (Public	• HUMA 1302 (Humanities) • Debate

	Speaking 1) • TSIA2 Prep (Practical Writing) • Business Information Management 1	

Courses shaded in yellow are dual credit with Austin Community College

CRCA Endorsements

All Endorsements require the completion of Algebra 2	
Science, Technology, Engineering and Mathematics	• Algebra 1, Geometry, Algebra 2, Pre-Calculus and one more advanced mathematics course **OR** • Biology, Chemistry, Physics and two more advanced science courses
Arts and Humanities	• Social Studies Research Methods, AP World History, US History, US Government, Economics, Psychology, Sociology, AP Human Geography
Multidisciplinary	• Completion of 4 dual credit courses

All CRCA students will satisfy the requirements for the Arts and Humanities as well as the Multidisciplinary Endorsements. Due to the fact that all CRCA students will graduate from high school with four credits in math (including Algebra 2) and four in science they will be eligible for the honor of Distinguished Level of Achievement.

CRCA Performance Acknowledgements

Dual Credit	One of the following: ● 12 college hours and a cumulative 3.0 GPA ● Associate degree earned in high school
Bilingualism and Biliteracy	Grade of at least an 80 in all English classes and one of the following: ● 3 credits in the same LOTE with an 80 in each class ● Level 4 LOTE with an 80 ● 3 or higher on an Advanced Placement LOTE exam
AP Exam Scores	One of the following: ● 3 or higher on at least one AP exam
PSAT, SAT and ACT	One of the following: ● PSAT score that qualifies as a Commended Student or higher ● ACT Composite of 28 or higher ● SAT TBD

GPA and Class Rank

See page 23 of the BISD Student/Parent Handbook.

CRCA Testing Requirements

Texas Success Initiative 2.0 – TSIA2: The TSIA2 is the state mandated exam students must take and pass in order to enroll in college courses. The Texas Higher Education Coordinating Board (THECB) determines the cut scores on the TSIA2 in reading, writing and mathematics that a student must achieve in order to prove college readiness. All CRCA students complete the requisite pre-administration activity with the Austin Community College during their Summer Bridge Program, prior to beginning their 9th grade year.

CRCA students take the TSIA2 in reading and writing beginning the first week of October in their freshman year. All CRCA 9th graders must pass the reading and writing portions of the TSIA2 by the end of their freshman year in order to continue at the Colorado River Collegiate Academy. Students who pass the TSIA2 reading and writing by December of their 9th grade year take EDUC 1300 in the spring semester. Students who pass the TSIA2 reading and writing during the spring semester (no later than the third Friday in May), take EDUC 1300 during the first summer session. All EDUC 1300 classes are taught on the CRCA campus.

Students who do not pass the TSIA2 reading and writing exams by the end of their 9th grade year are matriculated back to their home high school (BHS or CCHS).

CRCA students begin taking the TSIA2 in mathematics during the spring semester of their 9th grade year, at the discretion of their mathematics teacher. CRCA 10th graders take the TSIA2 math exam beginning in October. All CRCA students must be TSIA2 compliant in math by the end of their 11th grade year in order to complete the required coursework at ACC for their associate's degree. CRCA students who do not pass the TSIA2 math exam will not graduate from ACC with an associate's degree.

TSIA2 Cut Scores: The chart below indicates the score students must achieve for college readiness on each of the three sections of the TSIA2.

ELAR	Writing	Math
945 or ELAR Diagnostic Test score of 5	5	950 or MATH Diagnostic Test score of 6

CRCA Policies

9th Grade Bell Schedule

CRCA will use a modified A/B Block schedule. 1st period will meet every day during the same time slot. Mondays and Wednesdays are A Days. Tuesdays and Thursdays are B Days. Fridays will rotate.

1st Period	8:40 – 9:30
2nd Period – A Days 6th Period – B Days	9:33 – 10:55
3rd Period – A Days 7th Period – B Days	10:58 - 12:20
Lunch	12:20-12:50
4th Period – A Days 8th Period – B Days	12:53-2:15
5th Period – A Days 9th period – B Days	2:18-4:10
Tutorials and Required Extended Day	4:10-6:00

10th Grade Bell Schedule

CRCA 10th graders will attend classes at the ACC campus in Elgin on Tuesdays and Thursdays.

1st Period	8:40 – 9:30
2nd Period – A Days 6th Period – B Days (at ACC Elgin)	9:33 – 10:55

3rd Period – A Days 7th Period – B Days (at ACC Elgin)	10:58 - 12:20
Lunch	12:20-12:50
4th Period – A Days 8th Period – B Days (at ACC Elgin)	12:53-2:15
5th Period – A Days 9th period – B Days	2:18-4:10
Tutorials and Required Extended Day	4:10-6:00

11th Grade Bell Schedule

CRCA 11th graders will attend classes at the ACC campus in Elgin on Mondays and Wednesdays.

1st Period	8:40 – 9:30
2nd Period – A Days (at ACC Elgin) 6th Period – B Days	9:33 – 10:55
3rd Period – A Days (at ACC Elgin) 7th Period – B Days	10:58 - 12:20
Lunch	12:20-12:50
4th Period – A Days (at ACC Elgin) 8th Period – B Days	12:53-2:15
5th Period – A Days (at ACC Elgin) 9th period – B Days	2:18-4:10
Tutorials and Required Extended Day	4:10-6:00

Seniors must attend school at CRCA for ½ day on Fridays.

Attendance

Colorado River Collegiate Academy students follow state law regarding compulsory school attendance. As a CRCA student I understand:

1. I must attend school 90% of the time to receive credit for my courses. *(a)Except as provided by this section, a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered.*

2. I will have truancy charges filed on me if I miss three days of school within a four week period and these absences are unexcused. *(a) An individual commits an offense if the individual: (3) fails to attend school on 10 or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period.*

3. There are very limited reasons for excused absences. *(b) A school district shall excuse a student from attending school for:*

(1) the following purposes, including travel for those purposes:
(A) observing religious holy days;
(B) attending a required court appearance;
(C) appearing at a governmental office to complete requirements in connection with the student's application for United States citizenship;
(D) taking part in a United States naturalization oath ceremony; or
(E) serving as an election clerk; or
(2) a temporary absence resulting from health care professionals if that student commences classes or returns to school on the same day of the appointment.
(3) a school district may excuse students for absences that result from illness.

Procedures for reporting an absence

A parent/guardian must phone the school by 10:45 a.m. on the day of an absence. The school phone number is (512) 772-7230.

Medical Appointments: Doctor/Dental notes are required for all medical appointments. Only a half day will be excused unless the note states that the appointment took all day. It is best to make late dentist and doctor

appointments if possible. Please do not schedule appointments during TSIA2/EOC testing. Please check the school calendar for important testing dates.

Passes to Leave Campus: Only parents or legal guardians are allowed to pick up students. No student is to be removed from the school grounds during the school day without going through the Principal's office. Parents must report to the office and sign the student out. **To maximize instructional time, the student will be called out of class once the parent/guardian is present.** Please allow enough time to be picked up and arrive at your appointment on time. Students should **not call parents** from the school phones or their cell phones to come pick them up. The school nurse and principal are the only staff who can excuse students to go home. **A picture I.D.** is **required** of all parents wishing to take a student off campus before the student will be released. (If this process is not followed, the student's absence will not be excused.)

Excessive Absences: Excessive absences, excused or unexcused, reflect on a student's grades because of missed instruction. Therefore, when a student's absences reach the point of being excessive, a doctor's note will be required for each absence that follows. If a student is absent more than three days in a row, a doctor's note will be required**.** Excessive absences will also be filed in JP court, according to district/state guidelines. **It is the student's responsibility to obtain make-up work from each of their classes.**

Unexcused Absences: Parents/students must be referred to court for excessive, unexcused absences and/or tardies. Parents will receive a court warning when their student accumulates **three unexcused absences** within a four week period or 10 days in a 6 month period.

Tardiness: Students are considered tardy if they are not inside the classroom when the tardy bell rings. Students late to class more than 20 minutes will be marked absent unexcused unless documentation is provided. All tardiness

will be considered unexcused unless deemed otherwise by the principal.

Breakfast and Lunch Programs

1. All students in BISD will have access to FREE lunch this year.
2. All CRCA students will need to complete a brief socio-economic form.
3. Breakfast is served at 8:00 a.m. and ends at 8:35 a.m. when the bell rings. Students that are late to eat breakfast will not be served. Please get your children to school on time to eat breakfast. When BISD buses are running late we will serve those students breakfast.
4. CRCA is a closed campus. Students are not permitted to leave the campus for lunch. All students will eat lunch in the cafeteria or the cafeteria courtyard. Students are not allowed to eat lunch or loiter in the student parking lot.
5. Parents/guardians bringing lunch to students must drop the food off in the office before 12:15. No food will be delivered to students after 12:15.

Transportation and Parking

1. Shuttle service will be provided for bus riders commuting from the Cedar Creek High School attendance zone.
2. Shuttle service will be provided for all students commuting to and from Austin Community College in Elgin. The shuttle will leave promptly at 9:00 from CRCA and return by 2:30 on Tuesdays and Thursdays and 3:40 on Mondays and Wednesdays.
3. Students are allowed to park in the parking lot directly to the east of the campus, across Hill Street.
4. Parents and visitors may park in the lot next to the campus courtyard if space is available. If there are no spaces, parents and visitors should park

in the parking lot directly to the east of the campus, across Hill Street.

Tutoring

Tutoring in all core subject areas is held Monday through Thursday from 4:10 p.m. to 6:00 p.m. The late activity bus will leave campus at 6:00 p.m. on tutoring days. Students need to check with their respective classroom teachers regarding additional tutoring. Students will be assigned to mandatory tutorials for failing grades and unsatisfactory state test results.

Visitors

1. All visitors to campus will check in with Ms. Morales in the office.
2. All visitors will be required to show identification, which will be scanned into the Raptor System. A Honorser ID will be issued once the visitor is cleared by Raptor.

ID CARDS

All students will receive an ACC ID card free of charge during the Summer Bridge Program. This card also serves as the CRCA ID card and provides access to resources on the ACC campus. The cost to replace a lost ID card is $5.00. Any replacement ID cards must be paid for with the ACC campus cashier. ACC ID Center—512-223-9408.

AUSTIN COMMUNITY COLLEGE INFORMATION

http://www.austincc.edu/academic-integrity-and-disciplinary-process
http://www.austincc.edu/student-standards-of-conduct

Satisfactory Academic Progress (SAP)

Federal regulations require all financial aid recipients to maintain satisfactory academic progress in a course of study leading toward a degree or certificate. Failure to meet one or more of the established standards of Satisfactory Academic Progress (SAP) will make a student ineligible for financial aid. Financial Aid SAP status includes all previous academic history, even if the student did not receive financial aid. Statuses are updated at the end of each semester, including summer. It is the student's responsibility to monitor academic progress. Although the Financial Aid Office attempts to send students correspondence informing them of their status, students who do not meet the standards will be ineligible for financial aid even if they do not receive correspondence.

Students must be meeting Financial Aid Satisfactory Academic Progress to be eligible for initial financial aid consideration. This includes Early College Start courses taken at ACC.

Elements of Financial Aid Satisfactory Academic Progress:

Grade Point Average (GPA) Requirement Students must maintain a 2.0 cumulative GPA on all hours attempted at ACC.

Completion Rate Requirement Students must complete 67% of all hours attempted at ACC.

Maximum Time Frame Students receiving financial aid must complete their program of study within a reasonable time frame. The maximum time frame is 150% of the published length of the academic program or certificate (to include all transfer credit hours). Limited developmental coursework will not be counted in the maximum time frame. **Example:** Associate of Science Degree in Physics = 64 hours x 150%= 96 hours 96 hours is the maximum that can be attempted with financial aid

NOTE: A student who cannot mathematically complete their degree within the 150% maximum time frame will have their financial aid suspended.

Consequences of not meeting Satisfactory Academic Progress (SAP):

In the following provisions, "warning" or "suspension" means financial aid warning or suspension, not academic warning or suspension.

- Financial Aid Warning – The first time that a student fails to meet the SAP standards of a cumulative 2.0 GPA and 67% completion rate, he or she will be placed on financial aid warning status. The student will remain eligible for financial aid for

one semester during the warning period.

Students must be meeting Financial Aid Satisfactory Academic Progress to be eligible for initial financial aid consideration. This includes Early College Start courses taken at ACC.

- Financial Aid Suspension – If, after being placed on financial aid warning status, a student fails to meet the SAP standards of a cumulative 2.0 GPA and 67% completion rate, he or she will be placed on Financial Aid Suspension and will immediately lose financial aid eligibility.
- Maximum Time Frame Suspension – If a student fails to meet the Maximum Time Frame standards, he or she will be placed on Maximum Time Frame Suspension and will immediately lose financial aid eligibility.

Failure to meet one or more of the established financial aid standards of satisfactory academic progress will make a student ineligible for financial aid. Students who have their financial aid revoked due to the failure to meet the SAP standards will remain ineligible until such time that they are able to meet the cumulative financial aid SAP standards. Those students will be responsible for payment of their own tuition and fees.

Reinstatement of Eligibility Financial aid eligibility can be reinstated after a student meets the Satisfactory Academic Progress (SAP) standards as listed above; both a cumulative 2.0 grade point average and overall 67% completion rates. Students who regain eligibility by completing required coursework must notify the Financial Aid Office in order to have their progress reevaluated.

NOTE: Students are encouraged to contact an ACC counselor to discuss his/her academic progress and develop a plan that will help the student succeed and regain financial aid eligibility. If a student had mitigating circumstances that can be documented these should be discussed with the counselor.

Maximum Time Frame Appeal Process Students who already have a bachelor's degree or have exceeded the maximum time frame for their declared program of study must submit a degree plan appeal to the Financial Aid Office. Student must be meeting the cumulative 2.0 grade point average and 67% overall completion rate in order to submit an appeal. An academic plan will be used for maximum time frame appeals that are approved. A student will be expected to complete 100% of all attempted credit hours with a 2.0 grade point average each semester. Financial aid will also be limited to only

those courses required to complete the new program/certificate and to a specific time frame.

Maximum Time Frame Appeal Deadlines: Fall: October 1st Spring: March 1st Summer: July 1st

Effects on Funding Financial aid will not be provided for certain courses. Please be aware of the following stipulations:

- Financial aid does not apply for courses taken by audit, credit hours earned by placement tests (CR), and Continuing Education (CE) courses.
- Grades of A, B, C, D, and S will be considered hours completed.
- Grades of I, IP, F, W, and U will be considered hours attempted but not completed.
- A grade of F will be counted in the GPA.
- Withdrawals and repeated courses will be counted toward all hours attempted.
- Developmental courses will be included to determine the financial aid student's grade point average and completion rate and may be funded up to a maximum of 30 hours.
- English for Speakers of Other Languages (ESOL) courses may be funded up to a maximum of 24 hours.
- Courses taken ouTSIA2de of the student's degree plan.

Notes of Importance:

- Federal regulations do not allow rounding of financial aid SAP standards. For example, a 66.6% completion rate would not meet the 67% completion rate standard, and 1.95 GPA would not meet the GPA requirement.
- The financial aid SAP standards are not the same as ACC's Academic Standards of Progress criteria. Financial aid students must maintain a higher completion rate (67%).
- Students with International Bachelor's degrees are not eligible to receive financial aid for ESOL coursework.

Retaking Course Work

New federal regulations limit students' eligibility of federal aid with regards to repeated

courses. Students may not receive federal aid (Pell Grant and Stafford Loans) for courses that were previously taken and passed beyond the first retake. In addition, that course will not count towards your actual enrollment.

NOTE: Repeat courses still count toward your attempted hours for financial aid purposes.

Example: Student A takes a course and receives a grade of 'D'. Student A needs a 'C' in this course to count for the requirements of the degree. Student A takes the course again receives aid and earns another 'D'. Student needs to retake the course again, but is no longer eligible for federal aid for that class. Additionally Student A cannot use that course toward enrollment for financial aid purposes. If student A is taking 12 credits, the repeated 3 credit course is no longer eligible. Student A's actual enrollment for financial aid purposes must be listed as 9 credits.

If you have any questions, please contact your Campus Financial Aid Office or call (512) 223.4AID.