

## Austin Community College (Master Syllabus)

**COURSE NAME:** Special Topics in Recreational Therapy

**COURSE:** RECT 1391-**Synonym-Section**

**CLASS DAY/TIME/ROOM:** **(For Example):** M/W, 10:30AM – 11:50AM, ROOM 1327

**CLASS FORMAT:** **(For Example):** DIL, DLS

**SEMESTER & YEAR:** **(For Example):** FALL 2022

**Instructor Name:**

**Email:**

**Phone:**

**Office:**

**Office Hours/Appointments:**

### COURSE DESCRIPTION

*Topics address recently identified current events, skills, knowledges, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.*

- Credit Hours: 3
- Classroom Contact Hours per week: 3
- Laboratory Contact Hours per week: 0

### COURSE RATIONAL

This course provides an opportunity for students to develop and apply Therapeutic Recreation practices and interventions in the treatment of persons with disabilities in various settings as they relate to current issues in the field.

### COURSE EXPECTATIONS

1. **Contribute** to a classroom climate of openness, respect for diversity and learning. *YOU are important to our learning community!*
2. **Read, listen and watch:** before the week, complete scheduled work as indicated on the class schedule. There are typically readings or videos that should be watched or completed prior to the assignments.
3. **Communicate** about any concerns you have regarding the course, even if you are late with an assignment, *communication is important and could be the difference between a B and an A.*

### PREREQUISITES

No prerequisites required.

### STUDENT LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- demonstrate the knowledge of Therapeutic Recreation practices and interventions;
- select the most appropriate interventions for optimizing client outcomes;
- apply activity analyses and task analyses as they relate to specific interventions;
- demonstrate a broad knowledge of current trends and philosophies within the field of Therapeutic Recreation;

- demonstrate the ability to document appropriately as it relates to client's programs, treatment plans and management techniques in Therapeutic Recreation.

## **REQUIRED TEXTS**

***Recreational Therapy Basics, Techniques, and Interventions***; 1st ed. (2015), by 30 Authors--edited by Heather Porter; Idyll Arbor.

## **Culturally Responsive Learning Community and Academic Freedom**

Austin Community College values equity and diversity. You are strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many diverse and differing viewpoints. These differences improve your learning experience and create an atmosphere where you and your instructor will be encouraged to think and learn. On sensitive topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that both you and instructors will respect the views of others when expressed in classroom discussions. Should you have any issues related to your classroom environment, please contact the Department Chair, Dr. Michelle Shuler at 512-223-3207. For information and resources please contact our Office of Equity and Inclusion, <http://sites.austincc.edu/equityandinclusion/>

## **INSTRUCTIONAL METHODOLOGY**

This is a Distance Learning (DL) course, which is taught entirely online via the Internet, through Blackboard, online course management system. Students must have access to a computer with a high-speed Internet connection, as well as a current version of a media player. Smart phones and tablets **MAY NOT BE COMPATIBLE** with Blackboard, though there is a Blackboard app. Please make sure you look into this prior to class and have a back-up if needed. Students must possess basic computer and Internet access skills. All interactions and assignments will be completed online.

## **DISTANCE EDUCATION (for online or hybrid courses only)**

Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.

Please review the ACC Distance Education General Information available at <https://www.austincc.edu/academic-and-career-programs/acconline/frequently-asked-questions>

## **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/coronavirus/drive-up-wifi>

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

Your grade will be based on an accumulation of points earned through the completion quizzes, discussion board postings, and submission of 3 projects. Lessons must be completed by the deadlines (see Course Outline for deadlines) to earn full points. **NOTE:** *Assignments should be submitted through the Assignment button in Blackboard.*

### Course Requirements

|                                          |                   |
|------------------------------------------|-------------------|
| Activity / Task Analysis                 | 50 points         |
| Test                                     | 100 points        |
| Treatment Plan Project                   | 50 points         |
| Fieldwork Paper                          | 100 points        |
| Electronic Resources Presentation        | 50 points         |
| TR Technique / Intervention Presentation | 100 points        |
| Discussion Board / Quizzes               | 100 points        |
| <b>TOTAL</b>                             | <b>550 points</b> |

A = 495 - 550 points

B = 440 - 494 points

C = 385 - 439 points

D = 330 - 384 points

F = 0 - 329 points

### Assignments

Assignments must be submitted via Blackboard or email. Written assignments should be double spaced, in 10 to 12-point font with one-inch margins.

- ☐ 5 points will be deducted from late assignments for each class period they are late.
- ☐ If you are unsatisfied with your grade you may have the opportunity to resubmit your corrected assignment for a higher grade.

### Explanation of Assignments

#### Activity Analysis/Task Analysis

Select 2 activities that represent 2 different interventions. Using the information in Chapter 1 in your textbook, complete an activity analysis and task analysis for each of the activities.

#### Test

A Test will be available on Blackboard to complete on your own within the timeframe allowed. It will be open book and open note. It will cover the interventions and techniques discussed in class, information given by guest speakers and supplemental material given in class. Please complete the test on your own.

#### Treatment Plan

You will form a 'treatment team' to address the cognitive, social, emotional and physical needs of a client using a case study. You will select a therapeutic activity from a chosen intervention and create a sample progress note for the client's participation in the activity. You will work to make a treatment plan that is specific to the setting that you choose, select the type of assessment you will use, determine the client's needs, and include (2) activities selected with a progress note for each activity.

### Electronic Resources File

Create an electronic intervention resource file consisting of web page links, blogs, apps, links to articles etc. Include the link and a brief description of the link. **The activity file will be composed of a minimum of 10 activities** from at least **two** different Therapeutic Recreation intervention techniques discussed in the class (20 activities total). This will be uploaded to Blackboard so that all students will have access to each other's activities. The goal is to start a resource folder for your use at future internships/ jobs.

### TR Techniques Presentation

Select a Therapeutic Recreation intervention or technique, not covered in class (can be in the textbook). Research the technique and select an activity that would represent the intervention/technique. Turn in a 10-minute minimum recorded visual presentation (e.g. power point) and lead the activity (virtually) using family members/ friends or if you can do it independently and just demonstrate how the activity would be set up and carried out.

### Virtual Fieldwork

Fieldwork will be completed virtually. You will find videos or you may find and interview a CTRS from a setting that you are interested in (where you would have potentially completed your fieldwork) and from your knowledge base gained in this class, through research or interviews you will discuss the different Therapeutic Recreation/Activities for people with disabilities/special needs based on your setting. You will then write a 2-3 page reaction paper about your understanding of the setting, including techniques that can be used, activities that would be appropriate for the selected population, potential client goals and outcomes. You will receive 5 points for verifying your chosen population with me (your Instructor), **prior to the date in the Course Outline**.

### Discussion Boards

Students are required to participate in each online lesson's discussion board. The topics for the discussion boards vary depending on the lesson. You are required to post your response to the question(s) posed, your responses to others posts are not required, but encouraged. While you are welcome to continue posting past the deadline, only posts made by the deadline will be read by the instructor and counted for points. Guidelines for posts include:

- Only one post is required, but responses to peers are encouraged. Your post should be substantive and respond to the discussion questions with a minimum of 100 words and should contain relevant material from your reading. Initial post must be submitted by 11:59pm Fridays of the week assigned.
- Please ensure that you check your grammar and spelling. Posts must be written with proper grammar, spelling and citations.
- If you do not know how to cite using APA, see a librarian or tutor. Points are lost for poorly written posts and posts that do not include a specific reference to the assigned readings. Just saying "Levinthal, (2014)" is not a specific reference. Tell me what in your post is substantiated from your readings. There is a tutorial for APA at: <http://library.austincc.edu/help/APA>

### Discussion Board Etiquette

- Never post, transmit, promote, or distribute information that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person.

- Never post content that is harmful, abusive; racially ethnically, or religiously offensive, vulgar; sexually explicit; or otherwise potentially offensive.
- Do not use curse words in your posts and do not use all capital letters or color fonts other than black/white.
- Spell and grammar check your postings.
- Never share anything that you are concerned about becoming public knowledge. The College does not guarantee the confidentiality of information shared by participants in the course.
- The instructor reserves the right to remove any postings that are deemed inappropriate.
- Postings that are removed are not given any grade points.

### **ADDITIONAL EXPECTATIONS**

***All grades will be posted on Blackboard.***

### **COURSE OUTLINE/CALENDAR**

Please note that schedule changes may occur during the semester. Any changes will be announced in class and posted as a Blackboard Announcement (or other resource faculty is using to communicate).

See Instructor's additional information, or handouts.

### **COURSE POLICIES**

Students are responsible for knowing the ACC policies and procedures that are in the Student Handbook, available in the Counseling Office at any campus or online at <http://www.austincc.edu/handbook/>.

#### **Attendance/Class Participation**

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.

For online courses: Regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

#### Situations where classes are cancelled because of weather, pandemic, or other emergencies:

In the event the college or campus closes due to unforeseen circumstances, 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 missed class sessions.

#### **Withdrawal Policy**

***The College defines withdrawals as occurring after the official reporting date of the semester, typically the 12th class day. In addition, the Legislature has mandated the Rule of Six (see below). There may also be financial aid issues.***

It is the responsibility of each student to ensure that his or her name is removed from the roll 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.

**NOTE:** *It should be understood it is the student's responsibility and not the instructors to drop a course. A student that discontinues coming to class and fails to drop a course is subject to receiving a final, permanent grade of "F".*

### **MISSED EXAM AND LATE WORK POLICIES**

Quizzes submitted after the deadline are worth half the scored value shown on Blackboard. No points are given for late Discussion boards. No late papers or exams are accepted.

### **Incompletes**

An incomplete (grade of "I") will only be given for extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of "I" is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of "I" also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an "I" grade.

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.

## COLLEGE POLICIES

### Health & Safety Protocols

Operational areas of ACC campuses and centers are fully open and accessible through all public entrances. The college encourages its 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:

- If you have not done so, ACC encourages all students, faculty, and staff to get vaccinated. COVID-19 vaccines are now widely available throughout the community. Visit [www.vaccines.gov/](http://www.vaccines.gov/) to find a vaccine location near you.
- Campuses will remain open to faculty, staff, and students with additional protocols. Beginning Monday, January 10, ACC will reinstitute health screenings at the door using the [Appian Health Screening App](#). Each building will have at least one entrance staffed with screening personnel. Health screenings are required for all who come to campus. If you're exhibiting symptoms of COVID-19 or have tested positive, the app will provide you information about steps you can take to report your illness.
- If you are experiencing COVID-19-related symptoms, please get a COVID-19 test as soon as possible before returning to an ACC facility. Testing is now widely available. To find [testing locations near you, click this link](#).
- If you test positive, please report it on the [ACC self-reporting tool located here](#).
- On Friday, August 13, 2021, the ACC Board of Trustees unanimously approved a face mask mandate at ACC. Effective August 20, 2021, anyone who is 2 years of age or older will be required to wear a face mask in all ACC buildings.
- The college asks that we all continue to respect the personal space of others. We are encouraging 3 feet of social distancing.
- Please be sure to carry your student, faculty, or staff ID badge at all times while on campus.

Because of the everchanging situation, please go to ACC's COVID website at <https://www.austincc.edu/coronavirus?ref=audiencemenu> 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>

### **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](http://www.austincc.edu/srr)

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

<https://www.austincc.edu/students/students-rights-and-responsibilities/student-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-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: <https://www.austincc.edu/students/mental-health-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](mailto: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:

<https://www.austincc.edu/students/students-rights-and-responsibilities/student-complaints>



**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 email, or to a fellow student.

**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 a continuing 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 Equal Opportunity Resource Guide available at:

[https://drive.google.com/file/d/1xfmZHOPD\\_H1wgGKq1N7Irv6qvXxOXzbZ/view](https://drive.google.com/file/d/1xfmZHOPD_H1wgGKq1N7Irv6qvXxOXzbZ/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**

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](mailto: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/)  
<https://de.austincc.edu/bbsupport/online-tutoring-request/>

[Additional tutoring information can be found here:](https://austincc.edu/onlinetutoring)  
[austincc.edu/onlinetutoring](https://austincc.edu/onlinetutoring)

### **Library Services**

ACC Library Services offers both in-person and extensive online services, with research and assignment assistance available in-person during limited hours of service. 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 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](mailto: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)**

## Acknowledgement of Syllabus

### **“A” level work**

Responds fully and accurately to the requirements of the assignment; demonstrates excellence in thinking, creativity and performance throughout; is clear, thorough, and well-organized with ample supporting examples and details; is well-presented with very few, if any, errors of grammar, spelling, punctuation, and format. Participates daily in class with respect for our learning community.

### **“B” level work**

Responds well to the requirements of the assignment; demonstrates sound thinking and competent performance throughout; is clear, fairly thorough, and well organized with sufficient supporting examples and details; is presented with few errors of grammar, spelling, punctuation, and format. Participates in majority of classes with respect for our learning community.

### **“C” level work**

Responds to most of the requirements of the assignment; demonstrates mixed levels of thinking and only adequate performance throughout; is occasionally clear, lacks thoroughness, and has some organization with few supporting examples or details; is presented with several errors of grammar, spelling, punctuation, or format. Participates minimally or may be distracting during class.

### **“D” level work**

Responds to few of the requirements of the assignment; demonstrates poor levels of thinking and inadequate performance throughout; is unclear or incomplete, and is poorly organized with little or no supporting examples or details; is poorly presented and includes several major errors of grammar, spelling, punctuation, or format. Participates minimally or may be distracting during class.

### **“F” level work**

Fails to respond to the requirements of the assignment; does not demonstrate evidence of thinking or concern for performance; is thoroughly confusing, incomplete, and disorganized with significant flaws in grammar, spelling, punctuation, and format throughout. Does not participate in class or may be distracting, disrespectful to learning community.

By evaluating and revising your work according to these standards ***prior*** to handing it in, you can increase its quality and the level of your success in all of your courses.

*Adapted from work by Richard Paul and the Critical Thinking Consortium, Sonoma State University, CA*

## Acknowledgement of Syllabus

I acknowledge having received the syllabus and having read it carefully. I understand and agree to the requirements and policies stated in the syllabus and will ask for clarification whenever I am not sure of what is expected of me in this class. My goal is to be successful in my studies and to support that goal. I agree to maintain contact with my instructor during the semester and to discuss my situation with her if complications arise or I am thinking about withdrawing. **This acknowledgement will be completed through Blackboard.**

I plan to make the following grade in this course \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_