

# Abilene Approval Chart for Curriculum Changes

A = Approve    I = Information Item    R = Respond in Writing

Course Number SOCW 798 or Degree Plan(s) MSSW  
 State the requested change and reason. A memo may be attached if more space is necessary.

1. See attached memo.

Indicate the requested change.

|     | Change to a Course                                   | Dept./School <sup>1</sup> | College | Dean | TEC | UGEC | AUAC/Grad | Provost | President |
|-----|------------------------------------------------------|---------------------------|---------|------|-----|------|-----------|---------|-----------|
| 1.  | Title (description unchanged)                        | A                         | A       | A    | I   | -    | I         | I       | I         |
| 2.  | Description (not affecting content)                  | A                         | A       | A    | I   | -    | I         | I       | I         |
| 3.  | Course term(s)                                       | A                         | I       | A    | I   | -    | I         | I       | I         |
| 4.  | Content (change of course outcomes)                  | A                         | A       | A    | I   | -    | I         | A       | I         |
| 5.  | Number of hours (lecture, lab, contact)              | A                         | A       | A    | A   | -    | A         | A       | I         |
| 6.  | Course number within the hundred                     | A                         | A       | I    | I   | -    | I         | I       | I         |
| 7.  | Course number beyond the hundred                     | A                         | A       | A    | A   | -    | A         | A       | I         |
| 8.  | Prerequisites                                        | A                         | A       | A    | I   | -    | I         | I       | I         |
| 9.  | Course fee(s)                                        | A                         | -       | A    | -   | -    | -         | A       | I         |
| 10. | From U to G or G to U                                | A                         | A       | A    | A   | -    | A         | A       | I         |
| 11. | Cross-list course                                    | A                         | A       | A    | A   | -    | A         | A       | I         |
| 12. | Department of record                                 | A                         | A       | A    | A   | -    | A         | A       | I         |
| 13. | Close a course                                       | A                         | A       | A    | A   | -    | A         | A       | I         |
| 14. | New course (includes combining or splitting courses) | A                         | A       | A    | A   | -    | A         | A       | I         |

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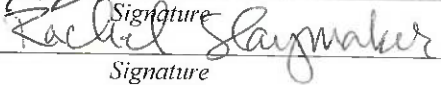
|     | Change to the University Requirements<br>(All Campuses)                                                    | Dept./School <sup>1</sup> | College | Dean | TEC | UGEC | AUAC/Grad | Provost | Faculty | President | Trustees |
|-----|------------------------------------------------------------------------------------------------------------|---------------------------|---------|------|-----|------|-----------|---------|---------|-----------|----------|
| 1.  | University Requirements — Change course outcomes of an included course <sup>2</sup>                        | A                         | A       | A    | —   | A    | —         | A       | —       | A         | —        |
| 2.  | University Requirements — Add or drop a required course from the University Requirements <sup>2</sup>      | A                         | A       | A    | —   | A    | —         | A       | A       | A         | —        |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>2</sup> | A                         | —       | —    | —   | A    | —         | A       | —       | A         | —        |
| 4.  | University Requirements — Change hours within a menu in the University Requirements <sup>2</sup>           | A                         | A       | A    | —   | A    | —         | A       | A       | A         | —        |
|     | <b>Change to Catalog Information<br/>(for Campus)</b>                                                      |                           |         |      |     |      |           |         |         |           |          |
| 1.  | General Requirements for Bachelor's Degrees and Associate's Degrees                                        | —                         | —       | —    | —   | —    | A         | A       | A       | A         | —        |
| 2.  | Policies governing academic probation and suspension                                                       | —                         | —       | —    | —   | —    | A         | A       | A       | A         | —        |
| 3.  | Requirements for graduating with honors                                                                    | —                         | —       | —    | —   | —    | A         | A       | A       | A         | —        |
|     | <b>Change to a Degree Plan<br/>Proposed by Faculty or College</b>                                          |                           |         |      |     |      |           |         |         |           |          |
| 5.  | Educational Program — Revise <sup>3</sup>                                                                  | A                         | A       | A    | A   | —    | A         | A       | —       | A         | —        |
| 6.  | Educational Program — Adopt/change admission requirements                                                  | A                         | A       | A    | A   | —    | A         | A       | —       | A         | —        |
| 7.  | Educational Program — Add <sup>3</sup>                                                                     | A                         | A       | A    | A   | —    | A         | A       | A       | A         | I        |
| 8.  | Educational Program — Discontinue                                                                          | A                         | A       | A    | A   | —    | A         | A       | A       | A         | I        |
| 9.  | GPA — Revise program-required GPAs                                                                         | A                         | A       | A    | A   | —    | A         | A       | —       | A         | —        |
| 10. | Minor — Revise                                                                                             | A                         | A       | A    | I   | —    | I         | I       | —       | I         | —        |
| 11. | Minor — Add                                                                                                | A                         | A       | A    | A   | —    | A         | A       | —       | A         | —        |
| 12. | Minor — Discontinue                                                                                        | A                         | A       | A    | A   | —    | A         | A       | —       | A         | —        |
| 13. | Degree — Add                                                                                               | A                         | A       | A    | A   | —    | A         | A       | A       | A         | I        |
| 14. | Degree — Discontinue                                                                                       | A                         | A       | A    | A   | —    | A         | A       | A       | A         | I        |
|     | <b>Change to a Degree Plan<br/>Proposed By Provost</b>                                                     |                           |         |      |     |      |           |         |         |           |          |
| 15. | Educational Program — Discontinue                                                                          | R                         | —       | R    | A   | —    | A         | A       | A       | A         | I        |
| 16. | Minor — Discontinue                                                                                        | R                         | —       | R    | A   | —    | A         | A       | —       | A         | —        |
| 17. | Degree — Discontinue                                                                                       | R                         | —       | R    | A   | —    | A         | A       | A       | A         | I        |

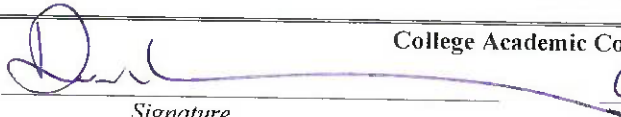
<sup>1</sup> When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

<sup>2</sup> Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

<sup>3</sup> For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

|                                                                                                |                           |
|------------------------------------------------------------------------------------------------|---------------------------|
| Department/School Chair(s)                                                                     |                           |
| <br>Signature | 1/30/23<br>Approval date  |
| <br>Signature | 02/02/23<br>Approval date |

|                                                                                                |                           |
|------------------------------------------------------------------------------------------------|---------------------------|
| College Academic Council(s)                                                                    |                           |
| <br>Signature | 02-02-23<br>Approval date |
| <br>Signature                                                                                  | <br>Approval date         |

|                                                                                                |                           |
|------------------------------------------------------------------------------------------------|---------------------------|
| Dean(s)                                                                                        |                           |
| <br>Signature | 02-02-23<br>Approval date |
| <br>Signature                                                                                  | <br>Approval date         |

|                           |                   |
|---------------------------|-------------------|
| Teacher Education Council |                   |
| <br>Chair's signature     | <br>Approval date |

|                                      |                   |
|--------------------------------------|-------------------|
| University General Education Council |                   |
| <br>Chair's signature                | <br>Approval date |

|                                        |                   |
|----------------------------------------|-------------------|
| Abilene Undergraduate Academic Council |                   |
| <br>Chair's signature                  | <br>Approval date |

|                       |                   |
|-----------------------|-------------------|
| Graduate Council      |                   |
| <br>Chair's signature | <br>Approval date |

|               |                   |
|---------------|-------------------|
| Provost       |                   |
| <br>Signature | <br>Approval date |

|                             |                   |
|-----------------------------|-------------------|
| Faculty                     |                   |
| <br>Chair of Faculty Senate | <br>Approval date |

|               |                   |
|---------------|-------------------|
| President     |                   |
| <br>Signature | <br>Approval date |

To: Graduate Council

From: Thomas L. Winter, Interim MSSW Program Director

Re: Requested New Course and Curriculum Change

Date: February 2, 2023

A course roughly equivalent to this proposed course existed in the early years of the MSSW program, and was designed to offer students an alternative to the formal thesis option. It was dropped in favor of the thesis process, which was well established and unambiguous in its requirements. Recently, based on a number of factors including changes in Council on Social Work Education accreditation standards, the Program has determined that it would be advantageous to create a revised alternative to the formal thesis that enables students to demonstrate research competency independent of the thesis process. It is consistent with the research expectations of social workers in advanced professional practice (i.e., journal articles or conference presentations as expected outlets for practice-based knowledge and research). It will also give students more agency and flexibility in determining how they can meet this expectation of graduate social work education.

Only one change would be made to the current curriculum: the addition of an option for students to choose either 6 hours of the formal thesis or 6 hours of the proposed course (see revised degree plan).

## Application for a New Course v10.7

### Instructions:

- Consult with the Registrar's Office to confirm a course number and ask any questions about effects on related degree plans.
- Complete the New Course Application.
- Create the course syllabus. Refer to the Syllabus Checklist and consult with the Adams Center Instructional Design team with any questions.
- Submit the application and syllabus to the Adams Center Instructional Design team by email to director Berlin Fang for review and recommendations.
- Submit the application and syllabus for library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and letters reviewing the syllabus and library support.
- Conduct departmental vote to approve addition of the course.
- Submit to College Academic Council.
- Your college will route the application from this point. The department chair will be notified of necessary meetings with university councils.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the department or any academic council.

## Syllabus Checklist v10.7

*NOTE: It is not necessary to submit this checklist with the New Course Application. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.*

### About the Course

- Course number and title
- Credit hours
- Semester and year
- Meeting time and place (if face-to-face)
- Prerequisite/corequisite

### About the Instructor(s)

- Name and title or rank
- Office location
- Phone number(s)
- Email address
- Office hours / contact expectations

### Mission Statements

- ACU mission statement
- College mission statement
- Departmental mission statement
- Personal mission statement (optional)

### Unique Christian Perspective

- Description of how learning and Christian faith are integrated in the course

### Course Content

- Catalog description
- Intended audience
- Outline of topics
- Format of course/types of activities student should expect in the course

### Teaching/Learning Methods and Format of Class Sessions

- Description of the types of activities students should expect in the course

### Materials

- Required and optional materials, including textbooks, etc.

### Student Learning Outcomes/Measurements

- Specific outcomes stated in measurable terms
- Assignments or instruments that will be used to assess the outcomes

### Assessment/Grading Criteria

- Complete and accurate details of factors and elements that will compose the final grade
- Weight or point value of all graded elements
- Grading scale with expectations for letter grades
- Extra credit opportunities (optional)

### University Policies

- Special needs policy — ADA
- Academic integrity policy and link
- Title IX policy

### Course Policies

Expectations and consequences regarding:

- Attendance (if face-to-face)
- Tardiness (if face-to-face)
- Participation
- Course-specific academic integrity information
- Late assignment/exam policy

### Course Calendar

*Calendar is not required for New Course Application, but it must be included in all syllabi distributed to students.*

- Exam dates
- Assignments
- Due dates and other deadlines
- Schedule of readings and topics
- Statement to reserve right to modify the calendar as necessary

**Schedule Type definitions for Section I-13.**

|                         |                                                                                                                                                                                                              |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Traditional Lecture     | Traditionally formatted course that may include a variety of teaching methods.                                                                                                                               |
| Traditional Lab         | Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.                                                                               |
| Traditional Lecture/Lab | Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.             |
| Experiential Learning   | Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses. |
| Seminar                 | Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.                                                                                   |
| Studio                  | Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.      |
| Thesis                  | Required course for students working on graduate thesis.                                                                                                                                                     |
| Dissertation            | Required course for students working on doctoral dissertation.                                                                                                                                               |

**Guidance for writing student learning outcomes in Section III-B.**

|   | Student Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Measurement                                                                                                                                                                                                                                                                                                                                                                |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p><i>Instructions:</i> Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence “Students will be able to...” If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.</p> | <p><i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc.</p> <p>This column should indicate <b>where</b> you will look for evidence of the type of student work that you expect.</p> |
| 1 | Defend dietary goals in light of current research.                                                                                                                                                                                                                                                                                                                                                                                                                                      | Weekly Reading Journal, Research Paper                                                                                                                                                                                                                                                                                                                                     |
| 2 | Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional.                                                                                                                                                                                                                                                                                                                                                  | Field Instructor Evaluation                                                                                                                                                                                                                                                                                                                                                |
| 3 | Integrate terminology from literary history into writing.                                                                                                                                                                                                                                                                                                                                                                                                                               | Research Paper                                                                                                                                                                                                                                                                                                                                                             |

## Application for a New Course v10.7

Discard instructional pages A-C before submitting application

|                                         |          |
|-----------------------------------------|----------|
| Course ID ( <i>Subject and Number</i> ) | SOCW 798 |
|-----------------------------------------|----------|

### I. Systems and Catalog Information Complete each item.

|     |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                     |
|-----|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Course Developer                                                                                        | Kyeonghee Jang, Alan Lipps and Thomas Winter                                                                                                                                                                                                                                                                                                                        |
| 2   | Course Instructor                                                                                       | Kyeonghee Jang, Alan Lipps, or Thomas Winter                                                                                                                                                                                                                                                                                                                        |
| 3   | Course Title                                                                                            | Applied Research Project                                                                                                                                                                                                                                                                                                                                            |
| 4   | Course Abbreviation for Banner<br>if title is more than 30 characters                                   |                                                                                                                                                                                                                                                                                                                                                                     |
| 5   | College                                                                                                 | Education and Human Services                                                                                                                                                                                                                                                                                                                                        |
| 6   | Department or School                                                                                    | School of Social Work                                                                                                                                                                                                                                                                                                                                               |
| 7   | Number of Credit Hours                                                                                  | 3                                                                                                                                                                                                                                                                                                                                                                   |
| 8a. | Number of contact hours – lecture                                                                       | 1                                                                                                                                                                                                                                                                                                                                                                   |
| 8b. | Number of contact hours – lab/activity                                                                  | 2                                                                                                                                                                                                                                                                                                                                                                   |
| 9   | Is the course for a fixed or variable<br>number of credit hours?                                        | Fixed                                                                                                                                                                                                                                                                                                                                                               |
| 10  | Explanation for variable credit                                                                         |                                                                                                                                                                                                                                                                                                                                                                     |
| 11  | Is the course repeatable for additional<br>credit?                                                      | Yes                                                                                                                                                                                                                                                                                                                                                                 |
| 12  | Maximum total number of credit hours<br>a student can earn for this course                              | 6                                                                                                                                                                                                                                                                                                                                                                   |
| 13  | What type of course is this?<br>(Select one option. Please see<br>Schedule Type definitions on Page C.) | <input type="checkbox"/> Traditional lecture<br><input type="checkbox"/> Traditional lab<br><input type="checkbox"/> Traditional lecture/lab<br><input checked="" type="checkbox"/> <b>Experiential Learning</b><br><input type="checkbox"/> Seminar<br><input type="checkbox"/> Studio<br><input type="checkbox"/> Thesis<br><input type="checkbox"/> Dissertation |
| 14  | Number of faculty workload hours                                                                        | 3                                                                                                                                                                                                                                                                                                                                                                   |



|     |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15  | Grade Mode                                                                                                                                                 | <input checked="" type="checkbox"/> Standard<br><input type="checkbox"/> Credit/No Credit (undergrad only)                                                                                                                                                                                                                                                                                       |
| 16  | Maximum Enrollment                                                                                                                                         | 12                                                                                                                                                                                                                                                                                                                                                                                               |
| 17  | <b>Catalog Description</b><br>(50 words or less)                                                                                                           | Students will demonstrate the ability to disseminate quality research findings regarding social work programs or practice, and promote a better understanding of challenges involved in practice settings with diverse populations. Methodology may include quantitative or qualitative research, systematic review, meta-analysis, program evaluation, case study, or other acceptable designs. |
| 18  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                | SOCW 615 and 616 <i>and</i> Advanced Year Standing, <b>OR</b> SOCW 702                                                                                                                                                                                                                                                                                                                           |
| 19  | List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite) |                                                                                                                                                                                                                                                                                                                                                                                                  |
| 20  | If the course is cross-listed, specify the Course ID(s)                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                  |
| 21  | Does this course require any additional student course fees?                                                                                               | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.                                                                                                                                                                                                                      |
| 22a | Will the course be offered in <b>fall</b> terms?                                                                                                           | <input type="checkbox"/> No<br><input checked="" type="checkbox"/> Yes<br>If yes: all, even, or odd years?                                                                                                                                                                                                                                                                                       |
| 22b | Will the course be offered in <b>spring</b> terms?                                                                                                         | <input type="checkbox"/> No<br><input checked="" type="checkbox"/> Yes<br>If yes: all, even, or odd years?                                                                                                                                                                                                                                                                                       |
| 22c | Will the course be offered in <b>summer</b> terms?                                                                                                         | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes: all, even, or odd years?                                                                                                                                                                                                                                                                                       |
| 23  | First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>                                   | Fall 2023                                                                                                                                                                                                                                                                                                                                                                                        |

|    |                                                                                                                                                                                                                             |                                                                                                                                                               |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24 | Is this course required for a degree/s?                                                                                                                                                                                     | <input type="checkbox"/> No<br><input checked="" type="checkbox"/> Yes<br>If yes, attach a revised degree plan(s) reflecting the placement of the new course. |
| 25 | Should the addition of this course be retroactively applied to the degree plan it supports?<br><i>This is rare, and rationale should explain compelling extenuating circumstances.</i>                                      | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes, provide rationale:                                                          |
| 26 | Has this course been offered as a Special Topics course?<br><i>New courses are not required to be taught as Special Topics courses prior to approval.</i>                                                                   | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes, provide course ID, term, and enrollment:                                    |
| 27 | List any courses in which the content overlaps the proposed course.<br>(Course ID and Name)<br><i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i> | SOCW 799, Thesis                                                                                                                                              |

## II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

Only one change would be made to the current curriculum: the addition of an option for students to choose either 6 hours of the formal thesis or 6 hours of the proposed course (see revised degree plan).

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

A course roughly equivalent to this proposed course existed in the early years of the MSSW program, and was designed to offer students an alternative to the formal thesis option. It was dropped in favor of the thesis process, which was well established and unambiguous in its requirements. Recently, based on a number of factors including changes in Council on Social Work Education accreditation standards, the Program has determined that it would be advantageous to create a revised alternative to the formal thesis that enables students to demonstrate research competency independent of the thesis process. It is consistent with the research expectations of social workers in advanced professional practice (i.e., journal articles or conference presentations as expected outlets for practice-based knowledge and research). It will also give students more agency and flexibility in determining how they can meet this expectation of graduate social work education.

### III. Course Design

#### A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Advanced-year MSSW students who have completed mastery of CSWE-mandated foundation competencies and are enrolled in advanced social work practice and field education courses.

2. State the overarching course goal(s) in performance terms.

By successfully completing two 3-hour SOCW 798 courses, students will have demonstrated the ability to design and conduct research that contributes to effective social work practice in ethically competent ways that support diversity, equity, and inclusion from an anti-racist perspective.

#### B. Student Learning Outcomes and Measurements

|   | Student Learning Outcome                                                                                                                                                                                                     | Measurement                                                                                                                                    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Identify and research the background of a social work practice issue or problem sufficient to choose and articulate a research topic                                                                                         | Assignment 1: Choosing and Articulating a Research Topic<br>(Research Topic Assignment, First Semester)                                        |
| 2 | Develop and present a review of relevant and appropriate literature that describes what is known about the research topic, and articulate a set of research questions relevant to that social work practice issue or problem | Assignment 2: Literature Review with Research Question(s) and/or Hypotheses (as appropriate)<br>(Literature Review Assignment, First Semester) |
| 3 | Select and develop an appropriate methodology for addressing the research question(s)                                                                                                                                        | Assignment 3: Developing Methodology<br>(Methodology Paper, First Semester)                                                                    |
| 4 | Demonstrate the ability to comply with established requirements for the protection of human subjects' rights in research through the IRB process                                                                             | Assignment 4: Identifying and Completing Human Subjects IRB Application<br>(IRB Submission, First Semester)                                    |
| 5 | Prepare and defend a research proposal based on 1-5, above                                                                                                                                                                   | Assignment 5: The Research Proposal<br>(Defense of Written Research Proposal, First Semester)                                                  |
| 6 | Collect and analyze data based on a study's methodology                                                                                                                                                                      | Assignment 6: Collect and Analyze Data<br>(Submission of Data Analyses, Second Semester)                                                       |
| 7 | Present research findings in a format                                                                                                                                                                                        | Assignment 7: Presenting Analysis of Findings                                                                                                  |

|   |                                                                                                                                                                                                                  |                                                                                          |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|   | appropriate to the type of study conducted                                                                                                                                                                       | (Write-up of Findings, Second Semester)                                                  |
| 8 | Interpret the meaning of data relevant to a study of a social work practice issue or problem                                                                                                                     | Assignment 8: Drawing Implications from Findings (Discussion Narrative, Second Semester) |
| 9 | Prepare and present findings of a study in a format appropriate to the dissemination of social work knowledge for peer review, and based on peer evaluation, revise a manuscript for publication or presentation | Assignment 9: Creating the Manuscript (Research Manuscript, Second Semester)             |

### 3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

American Psychological Association (2020). *Publication manual of the American Psychological Association: the official guide to APA style* (Seventh edition.)

Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success*. University of Chicago Press.

Thomas, G. (2017). *How to do your research project: A guide for students*. Sage.

## IV. Supporting Documentation

| Required of all applications |                                                                                                                                   |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1                            | <b>Approval Chart for Curriculum Changes</b>                                                                                      |
| 2                            | <b>Syllabus</b> — Attach the syllabus for the course based upon the anticipated first-semester offering.                          |
| 3                            | <b>Instructional Design</b> — The syllabus must be reviewed by the Adams Center. <b>Attach</b> a copy of the Adams Center letter. |
| 4                            | <b>Library</b> — Submit new course application and syllabus to the Library dean's office. <b>Attach</b> the Library's memo.       |

| Attach if applicable |                                                                                                                                                                                                                                                                                                                                         |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5                    | <b>Content Overlap</b> — Include one document for each course you listed in Section I-27. <b>Attach</b> statement from instructor/dept chair of existing course justifying the new offering.                                                                                                                                            |
| 6                    | <b>Departmental Resources</b> — List the resources that support the course and are available only through the department, if applicable. <b>Attach</b> the list of the holdings and the location/s.                                                                                                                                     |
| 7                    | <b>Resources</b> — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). <b>Attach</b> a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.                   |
| 8                    | <b>Expenses</b> — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). <b>Attach</b> a complete list of all items, the estimated cost of each and the source of the funds. |
| 9                    | <b>Justification</b> — <b>Attach</b> any documents to which you refer in Section II-B.                                                                                                                                                                                                                                                  |

# ABILENE CHRISTIAN UNIVERSITY

## APPLIED RESEARCH PROJECT

SOCW 798

3 Semester Hours Credit  
Hardin Administration Building 102

Fall 2023

Thomas L. Winter, EdD, ACSW, LCSW  
Professor of Social Work

School of Social Work

Administration Building Room 105

(325) 674-2072  
Wintert@acu.edu

*The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.*

*The mission of the Abilene Christian University College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.*

*The Abilene Christian University School of Social Work seeks, within the context of a Christian higher education institution, to:*

- *Prepare graduates as effective and ethical professionals who incorporate best evidence in practice;*
- *Promote social justice for vulnerable persons everywhere through service and leadership roles; and,*
- *Advance social work knowledge through research and other scholarly activities.*

*The mission of the Abilene Christian University Master of Science in Social Work Program is to prepare students for professional leadership and ethical advanced generalist social work practice with an evidence-based emphasis. In furtherance of this mission, students will effectively address the biological, psychological, social, and spiritual dimensions of human well-being and promote diversity, equity, inclusion, and justice across system levels in domestic and international community contexts.*

## GENERAL INFORMATION

COURSE TITLE: Applied Research Project

COURSE NUMBER: SOCW 798

COURSE CREDIT: 3 semester hours (2 semesters of this course are required for graduation, 3 hours fall semester and 3 hours spring semester)

### CATALOG DESCRIPTION:

Students will demonstrate the ability to disseminate quality research findings regarding social work programs or practice, and promote a better understanding of challenges involved in practice settings with diverse populations. Methodology may include quantitative or qualitative research, systematic review, meta-analysis, program evaluation, case study, or other acceptable designs.

### COURSE RATIONALE:

Graduates of the ACU MSSW program are expected to demonstrate the ability to contribute to the dissemination of high-quality research findings regarding program and practice with the social work practice community and to promote a better understanding of the challenges involved in transporting research findings across practice settings and diverse populations.

MSSW students will demonstrate mastery of this objective by completing a major project (this course or a formal Thesis) with content that may include original research, systematic review, meta-analysis, program evaluation, case study, or other research design found in the social work literature.

### PREREQUISITES AND CO-REQUISITES:

Completion of either the foundation year of the 2-year MSSW curriculum, OR an undergraduate degree in social work from a CSWE-accredited program and SOCW 702 Advanced Standing seminar, are prerequisite for this course.

Corequisites include SOCW 751 and 781 (Fall Semester); SOCW 752 and 782 (Spring Semester).

### COURSE GOAL

By successfully completing two enrollments in this course (Fall and Spring Semesters, 6 hours total credit), students will have demonstrated the ability to design and conduct research that contributes to effective social work practice in ethically competent ways that support diversity, equity, and inclusion from an anti-racist perspective.

### UNIQUE CHRISTIAN PERSPECTIVE

The course reflects the perspective articulated by the late Catholic scholar, John Henry Newman, in his seminal work *The Idea of a University*:

*It is the education which gives a [person] a clear, conscious view of their own opinions and judgements, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches [persons] to see things as they are, to go right to the point, to*

*disentangle a skein of thought to detect what is sophistical and to discard what is irrelevant.*

In addition, the course affirms Newman's observation that:

*All that is good, all that is true, all that is beautiful, all that is beneficent, be it great or small, be it perfect or fragmentary, natural as well as supernatural, moral as well as material, comes from God.*

## COURSE OBJECTIVES/COMPETENCIES

Upon successful completion of two semesters of this course, the student will demonstrate the ability to:

### Semester 1:

1. Identify and research the background of a social work practice issue or problem sufficient to choose and articulate a research topic;
2. Develop and present a review of relevant and appropriate literature that describes what is known about the research topic and articulate a set of research questions relevant to that social work practice issue or problem;
3. Select and develop an appropriate methodology for addressing the research question(s);
4. Demonstrate the ability to comply with established requirements for the protection of human subjects' rights through an IRB process;
5. Prepare and defend a research proposal based on (1) - (5) above;

### Semester 2:

6. Collect and analyze data based on a study's methodology;
7. Present research findings in a format appropriate to the type of study conducted;
8. Interpret the meaning of data relevant to that social work practice issue or problem;
9. Prepare and present findings of a study in a format appropriate to the dissemination of social work knowledge for peer review, and, based on peer evaluation, revise a manuscript for publication or presentation.

## MATERIALS OF INSTRUCTION

American Psychological Association (2020). *Publication manual of the American Psychological Association: the official guide to APA style* (Seventh edition.)

Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success*. University of Chicago Press.

Thomas, G. (2017). *How to do your research project: A guide for students*. Sage.



## CONDUCT OF THE COURSE

As an experiential learning course, this course will meet weekly with time divided between the review of didactic material previously mastered and group-based activities that engage students in peer review and feedback on their individual work. In the first semester, students will complete assignments that demonstrate their mastery of objectives/competencies 1-5, above. In the second semester, they will complete assignments demonstrating mastery of objectives/competencies 6-9.

Students may not enroll for the second semester of this course until the first semester is completed and a letter grade of C or above is assigned.

The format is designed to prepare scholar-practitioners capable of fulfilling the ethical mandate to contribute to the evidence base for effective social work practice, and constitutes a demonstration of graduates' capacity to "engage in and conduct research to inform and improve practice, policy, and service delivery" (EPAS *Educational Policy M2.1—Specialized Practice*).

### **Educational Policy M2.1—Specialized Practice**

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. *Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.* (CSWE, 2015, p. 12; emphasis added)

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[The School of Social Work is collaborating with the ACU Library to create a student electronic journal that will be an outlet for projects that meet publication criteria for relevance and quality.]

## REQUIREMENTS OF THE COURSE

Students will be expected to complete the following assignments:

### First Semester:

1. Choosing a Topic: Problem Statement and Literature Review Plan (semester 1): By the end of the second week, students will have selected a topic for study and articulated a tentative research question for study. They will submit a brief (1-3 page) summary of the proposed research, along with a tentative Reference list of at least 15 articles related to the research topic.
2. Review the Literature (semester 1): Beginning with the preliminary Reference List, students will prepare a review of the literature of a minimum of 4 pages (double spaced APA format) that describes the nature of research around their chosen topic. The literature review will not exceed 8 pages, and must include at least 15 references that are of acceptable professional quality. The literature review will include hypotheses or other predictive statements about the study, based on the summary of the literature.
3. Develop a Methodology for a Study (semester 1): Students will develop a statement of methodology for their study that includes at least the following elements: Statement or research design; population and sampling; human subjects protections; measurement(s) or instruments to be used; procedures for conducting the study; and, proposed data analysis strategy.
4. Complete IRB (semester 1): Students will complete an IRB proposal that is appropriate for the type of study being conducted, and submit to the Office of Research and Sponsored Programs for appropriate feedback and/or approval from the ACU Institutional Review Board.
5. Prepare and Defend Research Proposal (semester 1): Students will produce a formal proposal that incorporates assignments 1-4 (above) and present it for approval by the instructor or a peer review team.

### Second Semester:

6. Collect and Analyze Data (semester 2): Students will execute their data collection process and conduct appropriate analysis of the data, using common tools for analysis such as SPSS, NVivo, or other analytical tools. They will submit their results to the instructor or a peer review team for review and recommendations.
7. Presenting the Findings (semester 2): Students will write up finding in a manuscript format appropriate for presentation in a professional publication, including appropriate narrative descriptions.
8. Drawing Implications of the Findings (semester 2): Students will prepare a "Discussion" narrative that summarizes the findings and discusses their consistency with predicted findings, how they inform or expand previous knowledge, limitations of the present research, and the implications of the findings for social work practice, policy, and future research.
9. Creating the Manuscript (semester 2): Students will identify a professional journal or other publication that is appropriate for the subject and content of their research; secure the guidelines for authors of that publication; and, prepare their study in a format that is in compliance with those guidelines. Copy of the guidelines must be presented to the instructor with the manuscript; the manuscript will be evaluated by an internal review board that will give the student an assessment of its readiness for publication or presentation. The manuscript will include an abstract of 500 words or less that is suitable for presentation to a refereed social work-related conference for consideration (actual submission not required)

## GRADING POLICY AND PHILOSOPHY

Grades will be calculated for each assignment using a 5-point rubric that connects the substance of the assignment to CSWE-specified competencies. Scores on the assignments will be weighted as follows for calculation of the semester grade:

### Semester 1:

|                                 |     |
|---------------------------------|-----|
| Assignment 1: Topic             | 8%  |
| Assignment 2: Literature Review | 24% |
| Assignment 3: Methodology       | 16% |
| Assignment 4: IRB               | 8%  |
| Assignment 5: Proposal Defense  | 44% |

### Semester 2:

|                                            |     |
|--------------------------------------------|-----|
| Assignment 6: Data collection and Analysis | 16% |
| Assignment 7: Presentation of Findings     | 16% |
| Assignment 8: Implications of Findings     | 16% |
| Assignment 9: Manuscript Preparation       | 52% |

A grade of C or above in the first semester is required to be enrolled in the second semester of this course. Students not receiving a grade of C or above will be required to repeat the fall offering of the course.

## DEFERRED GRADES

Graduate school is an excellent opportunity to develop and/or practice self-discipline. For this reason, incomplete grades and late work will be permitted only in very unusual cases involving circumstances that make it impossible for the student to complete the requirement on time.

In the event this should be necessary, your request for an extension must be submitted in writing prior to the due date of the assignment. In addition to a statement of reasons why you did not complete the work, please state the date when the remaining work will be completed. *A penalty of 10% of the total points possible for that requirement will be assessed.*

Any "I" or "IP" grade in the first semester must be completed prior to the first day of classes in the second semester, or the student will be dropped from the course.

## ATTENDANCE

Class attendance is expected of all students. While there is no rigid class attendance policy specified for this course, students who are absent for more than 10% of the class periods will find it extremely difficult to satisfactorily complete the requirements for the class.

**Technology in Class.** Attendance and participation are important for effective learning. Students are expected to attend class, and actively participate in discussions and exercises. Use of technological devices (cell phones, iPads, mp3s, computers, etc.) is not permitted unless approved by the instructor ahead of time. *Unauthorized use will reduce the participation grade of the student.* For emergencies or family issues, you may leave your cell phone on vibrate/silent mode (calls should be taken outside the classroom).

## GUIDELINES FOR REMOTE CLASS PARTICIPATION

### General Requirements for Remote-Distance Learners

In order for you to participate in a meaningful way during synchronous classes that have remote learning options, you should be sure that your technology is working and meets minimum standards for interactive learning. Additionally, ACU SSW has specific professional guidelines for remote learners that should be adhered to in every class. Below are the requirements to ensure you can adequately access and use the technology.

### Technology Requirements

The ACU SSW utilizes Zoom, a video conferencing tool, for remote learners to log into the classroom. Below are the requirements to ensure you can adequate access and use Zoom. Failure to do so may result in consequences related to your grade and/or ability to complete the course. See also: this Infographic on Zoom Etiquette.

- Be sure to have fast internet speed with your selected provider. Students may need to pay more for a higher quality speed than they prefer, but it is an investment to ensure you are able to log into the classroom for the entire duration of the class without disruption. To test your internet speed, visit [www.testmyspeed.com](http://www.testmyspeed.com). You must have a minimum of 4 Mb to accurately access Zoom.
- Students must ensure their computers have a camera and microphone/speakers so that the instructor can see you at all times and hear you when you contribute to the discussion.
- To minimize feedback and other audio problems, students are **required to purchase** an earphone/microphone set and should wear the device for the duration of the class time. ACU's IT department recommends the Logitech ClearChat Comfort/USB Headset H390, Noise Cancelling Microphone, Headphones for Computer (available on Amazon) or a comparable device.
- Students should not use 'hotspots' or access Zoom in public places for class time due to confidentiality concerns. Therefore, purchasing a high-quality internet service for your home is of the utmost importance.
- Log into Zoom at least 10 minutes before class begins. This will allow you to compensate for any tech problems that you might encounter, and also allow class to begin on time. You will receive a link via email from the instructor. Click the link and download the application the first time you use Zoom. After that, you should be able to access the links without downloading the application again.

### Professional Requirements

Social Work education is professional education. Participation through remote technology does not negate the need for professional behavior when students are not physically in class. At a minimum, the following principles are expected to be followed:

- Students should be dressed consistently the way students in professional education typically dress for class. You should not project a "just got out of bed" appearance. Pajamas are not acceptable attire for class.
- You should be sitting at a desk, table or other appropriate piece of furniture for class time. Lounging on a bed or couch is not appropriate. Refrain from attending class in an area where other family members or friends are present. Interaction with them can cause major distractions in the actual classroom.
- Food and drink should be limited and not distracting for your classmates.
- You should limit "coming and going" to only necessary situations, just as face-to-face classes, to avoid distracting others. *Please do not turn off your video during class or wander away from your*

*computer. You may be marked absent if I determine that you are not actively engaged in class by being in front of your camera and responsive when addressed.*

## STATEMENT ON ACADEMIC INTEGRITY

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. The following statement regarding academic integrity is required in all ACU syllabi:

*Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.*

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Cheating, plagiarism (copying someone else's work or using quotes or major ideas without attribution), and other forms of academic dishonesty will not be tolerated in this course. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Depending on the seriousness of the offense, academic misconduct may result in, but is not limited to, a zero on the assignment, being withdrawn failing ("WF") from the class, being given a failing grade ("F") for the class, or being referred to the Student Services Office for additional sanctions.

Additionally, per university policy, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

## STUDENTS WITH DISABILITIES

Upon request, appropriate academic accommodations can be made for any student with a documented disability. Any student who requires special accommodations should notify the instructor at the beginning of the semester and will be required to provide/obtain a letter that documents the accommodations from the Office of Student Disability Services. For more information, visit <https://www.acu.edu/alpha>.

## ACU ANTI-HARASSMENT POLICY AND TITLE IX

**ACU Anti-Harassment Policy and Title IX.** Title IX is the federal civil rights law that prohibits sex discrimination, sexual harassment, and sexual assault within the education system. Abilene Christian University's Anti-Harassment Policy outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning

environment in which dignity of every individual is respected. If you or someone you know have been harassed or assaulted, ACU has a reporting process available on the ACU website ([www.acu.edu/titleix](http://www.acu.edu/titleix)). It is important to note that all faculty and staff are considered “Responsible Employees” meaning they are mandated by state law to report the incident to university officials if a student discloses the situation to them. In an effort to ensure all are informed and education on the policy and process, all students, faculty, and staff are required to complete an online anti-harassment course each year provided by the ACU Human Resources Department.

**Title IX and Pregnant Student Rights.** Title IX also provides rights to pregnant students. If a student becomes pregnant and needs accommodations as a result, please contact Sherita Nickerson in the Title IX Office for additional resources, support, and advocacy. It is important to note that pregnant students are not violating any university student conduct policies by disclosing pregnancy.

#### HOUSING/FOOD INSECURITY STATEMENT

Your well-being is important to us, and we understand that there can be outside circumstances that affect your ability to access basic needs. If any student is having difficulty accessing sufficient food on a daily basis, or is lacking a safe and stable place to live, the faculty and staff in the School of Social Work are very dedicated to providing support. We deeply care about the student as a whole person, and do not want any students in our program to consistently experience unstable housing, food insecurity, or a lack of essential items needed to thrive academically.

Therefore, any student who experiences these circumstances and believes this may impact academic performance, can freely disclose the situation to a faculty or staff member within the School of Social Work Student without judgement. We are committed to helping locate resources to help and/or working closely with the Student Life Office or the SOAR program to support students as needed.

#### REFERRALS TO THE STUDENT OPPORTUNITIES, ADVOCACY, AND RESOURCES (SOAR) PROGRAM

Students may be struggling in a course for many different reasons. When this occurs, the instructor may choose to recommend the student to the SOAR Program for additional assistance. Students may be recommended for several reasons that include, but are not limited to: excessive absences, consistently late/incomplete assignments, personal/family crises and/or unusual changes in behavior that may impact performance in and out of the classroom. In most cases, the instructor will attempt to notify the student prior to recommending to the SOAR Program with the specific reason(s) why he/she is recommending. Please note that while most students’ participation in the SOAR Program may be voluntary, the instructor may require the student participate in order to continue in the field seminar course. For more information, please visit: [www.acu.edu/soar](http://www.acu.edu/soar)

#### LAND ACKNOWLEDGEMENT STATEMENT<sup>1</sup>

The ACU School of Social Work acknowledges that we are gathered on the unceded land of the Jumanos and Numanuu (Comanche) peoples. Join us in acknowledging these Indigenous communities, their elders both past and present, as well as future generations. We also acknowledge that it was founded upon exclusions and erasures of many Indigenous peoples, including those on whose land this institution is

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<sup>1</sup> For more information on Social Work’s position on this issue, see “Sovereignty, Rights, and the Well-Being of Indigenous Peoples Living in the United States” (*Social Work Speaks*, 12<sup>th</sup> Edition: NASW Policy Statements, 2021-2023 (Washington, DC: NASW Press, 2021), pp. 313-319.

located. This acknowledgement demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism.

**ABILENE CHRISTIAN UNIVERSITY**  
**LIBRARY**

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**M E M O R A N D U M**

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**DATE:** 16:27  
**TO:** Dr. Tom Winter  
**FROM:** Mark McCallon, Associate Dean for Library Information Services  
**RE:** Course Application for SOCW 798 – Applied Research Project

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After reviewing the course syllabus, the library does have adequate resources to support the proposed course. Thank you for letting us review the course proposal.



12-5-22

Dr. Tom Winter, EdD, ACSW, LCSW  
Professor of Social Work  
Admin. Bldg. 105  
(325) 674-2072

Re: SOCW 798 – Applied Research Project

Dear Dr. Winter,

Thank you for the submission of SOCW 798: Applied Research Project. I reviewed the syllabus based on the ACU syllabus guidelines listed on the ACU website. The syllabus meets the guidelines outlined for the university.

Some items for inclusion on your syllabus that are part of the checklist are: *tardiness, participation, late assignment/exam policy and statement to reserve right to modify calendar as necessary*. I realize this is a research project and some of the afore mentioned items may be nuanced or represented in unique ways in this course.

Thank you for the attention given to the unique Christian perspective, remote participation, land acknowledgement and other aspects of this syllabus that provide the students with a very informative syllabus.

This letter is not meant to be a final approval in the course application process. Instead, it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own. We would appreciate it if you could modify the syllabus items based on our suggestions or prepare to justify keeping the items as they are.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

On behalf of the Adams Center for Teaching & Learning,



Dr. Scott E. Hamm,  
Assistant Director