

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 635 Social & Racial Justice in Anti-Oppression Practice. **or Degree Plan(s):**

Rationale: The MSSW faculty identified the need to overhaul our current SOCW 626 Diversity, Power, & Oppression course based on new secondary accreditation standards. We also needed to emphasize anti-racist and anti-oppressive content more clearly. Due to the significant changes, we assert this is a very different course than the current diversity course. The student learning outcomes, catalogue description, goals of the course, textbooks, and course outlines are completely different.

	Campus-Level Academic Review ¹	D e p t / S c h o o l	C o l l e g e	D e a n	T E C	A U A C / G r a d	P r o v o s t
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

	Full Review	De pt. /Sc hool	Col leg e	De an	TE C	AU AC /Gr ad	Pro vos t	Ca mp us Fac ult y	Sen ior VP AA	Pre sid ent
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	De pt. /Sch ool	Col leg e	Dea n	AU AC	Pro vos t	UG EC	Uni ver sity Fac ulty	S en i or VP AA	Pre sid ent
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ 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. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)



11/11/24

Chair Signature

Date



11/11/24

Chair/Program Director Signature

Date



College Academic Council(s)

12/02/2024

Chair Signature

Date

Chair Signature

Date



Dean (s)

12/03/2024

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	SOCW 635
--	----------

1. Systems and Catalog Information Complete each item.

A	Course Developer	Rachel Slaymaker
B	Course Instructor	Rachel Slaymaker
C	Course Title	Social & Racial Justice in Anti-Oppression Practice
D	Course Abbreviation for Banner if title is more than 30 characters	Soc. & Racial Just in Practice
E		CHBS - Health and Behavioral Sciences
F		SSW - School of Social Work
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		Lecture (LEC) See Schedule Type definitions in the Reference section.

L		3
M		Standard
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	Students will understand the intersection between human rights, advocacy, and anti-oppression practice. This course investigates how identity development influences social justice efforts and how power and privilege promulgate systemic and structural oppression for racialized and marginalized populations. The historical context of discrimination and oppression is also examined.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
Q	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)	None
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	Yes, every year
T2	Will the course be offered in spring terms?	No
T3	Will the course be offered in summer terms?	No

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2025
V	Is this course required for a program(s)?	Yes If yes, attach a completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	No If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

Due to new secondary accreditation standards, the MSSW faculty have chosen to overhaul the curriculum since it had not been changed since 2007.

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

The MSSW faculty noted that ADEI content now explicitly required by the Council on Social Work Education (CSWE) was lacking in the current diversity course. We've also combined some of the introduction to social justice content from our policy course into this new course.

3. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for MSSW students who are preparing for their practicum experience. Graduate students in other programs may enroll with prior approval from the program director.

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

This course introduces and apply the social work perspective and ethical frameworks to issues of human rights, many forms of justice, and anti-racism, diversity, equity, and inclusion (ADEI) in practice.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	C1.D4. Recognize and manage personal values and the distinction between personal and professional values	Responses Final Case Study Analysis
2	C1.D7. Use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.	Evaluation
3	C2.D1. Understand that every person regardless of position in society has fundamental human rights.	Responses Evaluation
4	C2.D2. Knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.	Critical Analysis Mid-Term
5	C2.D3. Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.	Critical Analysis Mid-Term
6	C3.D1. Understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.	Final Case Study Analysis
7	C3.D2. Understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.	Intersectionality Reflection Final Case Study Analysis
8	C3.D3. Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender	Intersectionality Reflection

	identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.	
9	C3.D4. Understand that intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.	Final Case Study Analysis
10	C3.D5. Understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.	Final Case Study Analysis
11	C3.D6. Understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.	Cultural Awareness Podcast Intersectionality Reflection

C. 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**.

Required Textbooks:

Garcia & Van Soest (2021). [Social Work Practice for Social Justice: From Cultural Competence to Anti-Oppression \(2nd edition\)](#). CSWE Press.

Harris & Brown McLean (2023). [Contemporary Social Work Practice: Integrating Diversity, Equity, and Inclusion \(1st edition\)](#). Cognella Academic Publishing.

Collected articles in Canvas on the history of oppression within selected marginalized groups, including Indigenous, Latinx/o/a, Asian Americans & Pacific Islander, Black/African American, and LGBTQ+ populations. Additional works will emphasize their resiliency and provide a strengths-based analysis of current issues.

4. Supporting Documentation

Required of all applications	
1	<u>Approval Chart for Curriculum Changes</u>
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.

4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — 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.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

SOCW 635:

Social & Racial Justice in Anti-Oppression Practice

ACU School of Social Work

Credit Hours: 3	Instructor:
Semester/Year: Fall 2025	Email:
Class Day/Time: TBD	Phone:
Class Location: TBD	Office Location & Contact Preferences:

Prerequisite: SOCW 610 Foundations of Ethical & Professional Behavior

Catalog Description: Students will understand the intersection between human rights, advocacy, and anti-oppression practice. This course investigates how identity development influences social justice efforts and how power and privilege promulgate systemic and structural oppression for racialized and marginalized populations. The historical context of discrimination and oppression is also examined.

Intended Audience: This course is intended for MSSW students who are preparing for their practicum experience. Graduate students in other programs may enroll with prior approval from the program director.

Mission Statements

School of Social Work Mission Statement

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.

MSSW Program Mission

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.

CHBS Mission Statement

The mission of the College of Health and Behavioral Sciences is to prepare students for Christian service and leadership with a collaborative commitment to holistic health and wellness by means of high-quality professional and pre-professional programs.

ACU Mission Statement

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

Course Content

Outline of topics: This course addresses issues of diversity in the U.S. and introduces best practices in engagement and assessment processes. The course explores the implications and connections of discrimination and oppression for special populations, such as women, racialized and ethnic groups, older persons, LGBTQ populations and the differently abled. This course emphasizes historical context, current issues, and our role as advocates.

Format of Class/Teaching Methods: This course will be conducted in an active learning environment. Each class module will consist of a weekly reading assignments, lecture, and group discussions.

Instructional Materials

Required Textbooks:

Harris & Brown McLean (2023). [Contemporary Social Work Practice: Integrating Diversity, Equity, and Inclusion \(1st edition\)](#). Cognella Academic Publishing.

Garcia & Van Soest (2021). [Social Work Practice for Social Justice: From Cultural Competence to Anti-Oppression \(2nd edition\)](#). CSWE Press.

Other materials: Other required and supplemental resources are provided in Canvas.

Use of Technology: This course uses Canvas, an online course management site.

Access to this system is through the  icon on your home page for myACU. All assignments submitted through Canvas are subject to be reviewed by Turnitin software for potential academic integrity issues. Students can access technology support through Team 55 at www.acu.edu/team55 or 325-674-5555. Additionally, the ACU Library Commons and the Learning Studio (2nd floor of Library) have computers with technical assistance.

Learning Outcomes

Course Goal: Introduce and apply the social work perspective and ethical frameworks to issues of human rights, many forms of justice, and anti-racism, diversity, equity, and inclusion (ADEI) in practice.

Competencies: To demonstrate that students have mastered the goals of this course, they must meet or exceed the following competencies (as determined by the Council of Social Work Education or CSWE):

Program Learning Outcomes (Competency)	Student Learning Outcomes (Competency Descriptors)	Dimension (K/V/S/CAP)	Measurement (Assignment)
---	---	--------------------------	-----------------------------

Competency 1: Demonstrate Ethical and Professional Behavior	C1.D4. Recognize and manage personal values and the distinction between personal and professional values.	V/CAP	Responses
	C1.D7. Use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.	K/V/CAP	Final Case Study Analysis Evaluation
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	C2.D1. Understand that every person regardless of position in society has fundamental human rights.	V/CAP	Responses Evaluation
	C2.D2. Knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.	K	Critical Analysis Mid-Term
	C2.D3. Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.	K/S	Critical Analysis Mid-Term
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D1. Understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.	K/V	Final Case Study Analysis
	C3.D2. Understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.	K/V	Intersectionality Reflection Final Case Study Analysis
	C3.D3. Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political	CAP	Intersectionality Reflection

	ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.		
	C3.D4. Understand that intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.	K	Final Case Study Analysis
	C3.D5. Understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.	K	Final Case Study Analysis
	C3.D6. Understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.	V/CAP	Cultural Awareness Podcast Intersectionality Reflection

Course Policies and Expectations

Ethical Responsibility. Students are expected to demonstrate professional social work behavior and to adhere to the N.A.S.W. Code of Ethics. Evaluation of this course requirement will consider the student's quantity and quality of helpful participation and engagement in the course.

Professional Responsibility. Professionalism is reflected in completion of work in a timely manner. Complete all required reading assignments. Demonstrate knowledge of course material through participation in class discussions & exercises. In this course, late work is not accepted (this includes quizzes and in-class assignments). In order to demonstrate equity, there will be no extra credit opportunities, unless it benefits the entire class.

Assignment Submissions. Assignments must meet acceptable graduate-level writing standards. It is expected that all outside written assignments will be submitted via Canvas unless an exception is given in advance. You are encouraged to utilize the Writing Center. All written assignments must be written APA style. Some written work may be required to be turned in and archived on Canvas by Turnitin.com. Assignments submitted through Turnitin must have a maximum score of 20%. Papers with scores over 20% will not be accepted (and treated as though they have not been turned in).

Feedback Statement. Feedback is two-way. During this course the instructor will ask students to provide feedback on their learning in informal as well as formal ways. If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve their understanding of course content. The instructor can meet with students during office hours or by appointment.

Course Requirements

Required Reading Responses

Students will complete weekly reflections that apply content read and prepare them for in-depth discussion and feedback.

Cultural Awareness Podcast

Students will present a podcast (audible file) that examines their own cultural background. Prompts will also address awareness of how one's culture may impact other cultures.

Evaluation of Historical Oppression and Discrimination

Students will research reliable information on the historical oppression and social work's potential role in enabling oppression, in both past and present practice. They will use the framework for anti-oppression practice to guide the evaluation and address in the following -isms: Ableism, Religious Discrimination, Ageism, Sexism. The evaluation will then be peer-reviewed and feedback will be provided.

Critical Analysis of Structural Inequities, Oppression, and Violence*

**Competency 2 Assessment Measure (Appendix C)*

Students will critically analyze structural inequities and address indicators, levels and types of violence, and reflect on new learnings.

Intersectionality Reflection

Students will identify and describe their own social identities. They will also address issues of intersectionality and analyze how those may impact practice with clients who have similar and different identities.

Case Study in Cultural Humility & Anti-Oppression Practice**

***Competency 3 Assessment Measure (Appendix D)*

Students will observe a video case study and respond with prompts that require them to select a dominant narrative, explore prior conditioning and new understandings, identify empowerment and/or strengths-based practices, conduct a cultural humility assessment, and analyze how the concepts of whiteness and privilege apply to the case study.

Assessment and Grading

Assessment Activities	Grades Possible	Weighting
Required Reading Responses	100	10%
Cultural Awareness Podcast	100	10%
Evaluation of Historical Oppression and Discrimination	150	15%
Critical Analysis of Structural Inequities, Oppression, and Violence	200	20%
Intersectionality Reflection	150	15%
Case Study in Cultural Humility & Anti-Oppression Practice	400	30%
Total	1000	100%

Final grade calculation: The table below indicates how final grades are defined.

Range of Points	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

Course Outline

Every attempt will be made to adhere to this schedule; however, because of unforeseen circumstances, some changes may become necessary.

Week	Content	Readings/ Assignments
Week 1 + 2	Introduction to human rights and justice Foundational theories of diversity Types of Justice Diversity & Social Work Social Class and Impact on Service Provision	Chapter 1 (Garcia & Van Soest) Chapters 1 & 7 (Harris & McLean) Canvas Readings Reading Response
Week 3 + 4	Understanding social, racial, economic, & environmental justice Cultural humility vs cultural competence Historical oppression and SW's role in Native American/Indigenous populations	Chapter 2 (Garcia & Van Soest) Chapters 2 & 8 Harris & McLean) Canvas Readings Reading Response Cultural Awareness Podcase
Week 5 + 6	Conceptual frameworks for anti-oppression SW practice Theoretical Perspectives, Models, Frameworks, and Culturally Diverse Clients Historical oppression and SW's role in White/European American Populations Assimilation/segmented assimilation theory and the Americanization of immigrants	Chapter 3 (Garcia & Van Soest) Chapter 4 (Harris & McLean) Canvas Readings Reading Response Evaluation of Historical Oppression + Discrimination
Week 7 + 8	Understanding Dynamics of Oppression Social Stratification and White Privilege	Chapter 4 (Garcia & Van Soest) Chapters 3 & 10 (Harris & McLean)

	Historical Oppression & SW's role in Latino/Hispanic Populations	Canvas Readings Critical Analysis (mid-term assignment)
Week 9 + 10	Social and Racial Identity Development in the Context of Oppression Historical Oppression & SW's role in Asian American/ Pacific Islanders Populations	Chapter 5 (Garcia & Van Soest) Chapter 11 (Harris & McLean) Canvas Readings Intersectionality Reflection
Week 11 + 12	Anti-Oppression Practice in Action Historical Oppression & SW's role in Black/African American Populations	Chapter 6 (Garcia & Van Soest) Chapter 9 (Harris & McLean) Canvas Readings Final Case Study
Week 13 + 14	Commitment to Social Justice Social Justice Social Work in Action Historical Oppression & SW's role in LGBTQ+ Populations	Chapter 7 (Garcia & Van Soest) Chapter 12 (Harris & McLean) Canvas Readings Reading Response
Week 15 + 16	Ethics and values review Revisiting cultural humility vs. cultural competence	Canvas Readings Reading Response

Appendix A:

School of Social Work (SSW) Syllabi Statements and Policies

Land Acknowledgement Statement

The ACU School of Social Work acknowledges that we are gathered on the unceded land of the Jumanos and Nʉmənʉm (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 located. This acknowledgement demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism.

--Developed from: Felicia Garcia (Chumash), M.A. Museum Studies, New York University, 2018

<http://landacknowledgements.org/>

For more information, refer to "Sovereignty, Rights, and the Well-Being of Indigenous Peoples Living in the United States" in *Social Work Speaks: NASW Policy Statements, 2021-2023* (12th Edition). Washington, DC: NASW Press, 2021.

Caution on Controversial Language and Course Content

The field of social work is one that gives practitioners an opportunity to step into the world in which clients and consumers of social work services find themselves. Because individuals and families meet social work services during some of the hardest times in their lives, social workers are confronted with circumstances that include decisions, language, and behaviors that many Christians are not accustomed to and may even find offensive. Ethical Social Work education requires such exposure in order to best equip social work students.

For this reason, students might find in coursework, classroom discussions, and course materials, content that utilizes harsh language or mild sexual references, that may be abrasive or offensive. But it does not follow automatically that such materials will influence students to heresy, worldliness, carnality, or spiritual despair. To equip Christian students to function as ethical social workers, this course must intersect with such aspects of the world. In our effort to train and equip students for service to the society in which we live, we expect that students will reflect on the content, and *purpose* of the content as a means to better understand social work practice. Understand that just because one is exposed to such material does not mean one condones or embraces it. However, social workers cannot be afraid of it or run from it.

As a student, if you find course content to be excessively harsh, please speak to the instructor or their direct supervisor, and consult the Student Handbook for guidance.

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 without judgment. We are committed to

helping locate community 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

Medical and Counseling Care

All current ACU students, faculty, staff and their dependents are eligible to receive services at the Medical Clinic. Our providers treat the full range of primary health care needs. We provide primary care for acute illnesses, infections, allergies, asthma, wounds, sprains, sports medicine, travel medicine, mental health, and men's and women's health, as well as other services normally associated with a medical office.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns. You can contact the Medical Care and Counseling Center at counseling@acu.edu, or by calling 325-674-2626.

There are also off-campus options available (not paid by ACU). If you'd like more information about those options, feel free to ask a faculty member or the MSSW advisor.

TimelyCare – FREE Online Healthcare Available 24/7/365

All ACU students have access to free online medical and mental health care available 24/7/365 from anywhere in the United States by downloading the TimelyCare app on your smartphone. Students must use their ACU email address to set up their account. Most online visits take less than 20 minutes and patients will receive a diagnosis and treatment plan from a medical doctor, nurse practitioner or physician's assistant. When indicated, prescriptions can be instantly e-prescribed to the patient's local pharmacy. TimelyCare also offers free online counseling from licensed therapists and so much more.

Attendance/Tardiness Policy

The instructor may take attendance at the beginning of each class. Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate. Attendance is an important part of the course grade and is included in participation grade. A student missing 20% (3 classes) may: 1) receive an incomplete, 2) receive a final letter grade deduction for the course (Ex. A "B" turns into a "C"), OR 3) be withdrawn as failing at the discretion of the instructor. Students withdrawn from the course due to attendance will receive a "WF" which calculates as an "F" in the cumulative GPA. *A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a Withdrawal from Class form, will be assigned a*

failing grade ('F') for that class. The last day to withdraw from this course is noted in the current catalog or on the academic calendar at www.acu.edu/registrar.

Zoom Expectations Around Absences

Students will encounter a variety of circumstances throughout the semester. Family emergencies, student illness, mental health, and more can impact a student's attendance in class. ***The choice to "Zoom in" for class should not be an assumed option. Requests to Zoom in must be made at least 24 hours in advance of class, and will be at the discretion of the faculty member to determine if the request will be honored.*** We support you in making the decisions you need to make regarding your attendance in class, and will work hard to be available for any concerns and questions you may have. Refer to the Technology Requirements in this syllabus for more guidelines on Zoom.

Zoom Requirements

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.

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 adequately access and use Zoom. Failure to do so may result in consequences related to your grade and/or ability to complete the course.

Technological Requirements

- 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). You must have a minimum of 4 Mb to accurately access Zoom. Please remember that the performance of your equipment and internet speed will affect the Zoom experience for everybody using that remote connection.
- 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.
- 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 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. As emerging social

workers, you must demonstrate Competency 1: Ethical and Professional Behavior, including the use of technology ethically and appropriately.

The following expectations are required when attending class via Zoom:

- 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 and can impact the confidentiality of other students.
- 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 or Zoom.
- 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.*
- Driving is prohibited while Zooming into class.
- You may be marked absent if the professor determines that you are not actively engaged in class by being in front of your camera and responsive when addressed.

See also: [this Infographic on Zoom Etiquette](#)

Appendix B:

General University Policies

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. The instructor will only send and receive emails from the students' ACU email address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with University-related communications, some of which may be time-sensitive.

Academic Integrity Policy

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. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. 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. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, 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](#).

Services for 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>.

Title IX: Pregnant Student Rights

Title IX is the federal civil rights law that prohibits discrimination and 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.

Title IX and ACU Sexual Misconduct Policy (Including Harassment)

Title IX is also the federal civil rights law that prohibits sex discrimination, sexual harassment, and sexual assault within the education system. Abilene Christian University's Sexual Misconduct 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 the 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). It is important to note that all faculty and staff are considered "Mandatory Reporters" 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 sexual assault and relationship violence prevention course provided by the ACU Title IX office. The field handbook provides additional guidance if misconduct occurs at a field site.

MEMORANDUM

DATE: November 7, 2024
To: Dr. Rachel Slaymaker
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for SOCW 635 – Social & Racial Justice in Anti-Oppression Practice

After reviewing the course application the library is able to provide adequate support for the course. Please continue work with the library by providing information about new books and other resources that are published or made available related to the topics in this course. Thank you for allowing us to review your proposal.

Dr. Rachel Slaymaker

Director, School of Social Work ADM 110A

325-674-2072

Re: Review of SOCW 655: Social and Racial Justice in Anti-Oppression Practice Dear Dr. Slaymaker,

Thank you for the submission of SOCW 655: Social and Racial Justice in Anti-Oppression Practice. I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). I find the syllabus meeting university requirements and

recommendations with the exception of a few items currently to be determined. When known, please add:

- meeting time and place
- instructor information (name, title, office location, phone number, email address, office hours, etc)
- unique Christian perspective of this course

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.

Thank you for allowing the Adams Center team to review your course application. We 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.

Sincerely yours,

