

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 655 Practice III: Communities and Organizations **or Degree Plan(s):**

Rationale: The MSSW faculty identified the need to overhaul our current practice courses based on new secondary accreditation standards. There was also too much content to cover in the courses, so we've spread content into three courses, including this new practice course that focuses only on macro practice. The student learning outcomes, catalogue description, goals of the course, textbooks, and course outlines are completely different than the current SOCW 652 Practice II course.

	Campus-Level Academic Review ¹	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	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	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	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)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
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 655
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Malcolm Scott
B	Course Instructor	Malcolm Scott
C	Course Title	Practice III: Communities and Organizations
D	Course Abbreviation for Banner if title is more than 30 characters	Practice III: Comm & Orgs
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	20
O	Catalog Description (50 words or less)	Students will explore concepts, theories, and empirically supported models for engaging, assessing, intervening, and evaluating organizations and communities. This course also focuses on understanding the context of direct and indirect practice, identifying evidence-informed macro interventions, community organizing, building key networks, and advocacy and planning in large scale contexts.
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?	No
T2	Will the course be offered in spring terms?	Yes, every year
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>	Spring 2026
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 identified the need to overhaul our current practice courses based on new secondary accreditation standards. There was also too much content to cover in two courses, so we've spread content into three courses, including this new practice course that focuses only on macro practice. The student learning outcomes, catalogue description, goals of the course, textbooks, and course outlines are completely different than the current SOCW 652 Practice II 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 entering their practicum experience.

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

The goal of this course is to introduce foundational knowledge and skills necessary for understanding and applying evidence-informed strategies for engaging, assessing, planning, intervening and evaluating organizations and communities.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	C4.D2. Use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.	Macro intervention model video presentation
2	C6.D1. Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities	Macro intervention model video presentation
3	C6.D3. Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.	CANVAS Quizzes/Exams
4	C6.D5. Use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Organizational Diversity Assessment
5	C7.D2. Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.	CANVAS Quizzes/Exams Organizational Diversity Assessment
6	C7.D3. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.	Organizational Diversity Assessment
7	C8.D1. Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice.	CANVAS Quizzes/Exams Macro intervention model video presentation
8	C8.D2. Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks,	Macro intervention model video presentation

	and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.	
9	C8.D3. Understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.	CANVAS Quizzes/Exams
10	C9.D1. Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities.	Macro intervention model video presentation Community windshield/sidewalk analysis photovoice
11	C9.D3. Apply anti-racist and anti-oppressive perspectives in evaluating outcomes.	Organizational Diversity Assessment
12	C9.D4. Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.	CANVAS Quizzes/Exams Community windshield/sidewalk analysis photovoice
13	C9.D5. Use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	Macro intervention model video presentation

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 Textbook:

Kirst-Ashman, K. & Hull, G. (2018). *Generalist Practice with Organizations and Communities* (7th.ed.). Stamford, Ct: Cengage Learning.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes

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 655: Practice III:

Communities and Organizations

ACU School of Social Work

Credit Hours: 3	Instructor:
Semester/Year: Spring 2026	Email:
Class Day/Time: TBD	Phone:
Class Location: TBD	Office Location & Contact Preferences:

Catalog Description: Students will explore concepts, theories, and empirically supported models for engaging, assessing, intervening, and evaluating organizations and communities. This course also focuses on understanding the context of direct and indirect practice, identifying evidence-informed macro interventions, community organizing, building key networks, and advocacy and planning in large scale contexts.

Intended Audience: This course is intended for MSSW students who have some practicum experience.

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 evidence-informed, culturally appropriate, and methodologically sound approaches to assessing, engaging, intervening, and evaluating organizations and communities. Students explore the theoretical foundations of organizational and community functioning, power dynamics, and the complexities of planning and development in macro contexts. This course also introduces students to the skill sets, such as communication, presentation, and relationship-building to be effective macro practitioners.

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

Textbook: Kirst-Ashman, K. & Hull, G. (2018). *Generalist Practice with Organizations and Communities* (7th.ed.). Stamford, Ct: Cengage Learning.

Other materials (optional): 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 foundational knowledge and skills necessary for understanding and applying evidence-informed strategies for engaging, assessing, planning, intervening and evaluating organizations and communities.

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 4: Engage In Practice-informed Research and Research-informed Practice	C4.D2. Use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.	K/S	Macro intervention model video presentation
Competency 6: Engage with Individuals, Families, Groups,	C6.D1. Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice	K/S	Macro intervention model video presentation

Organizations & Communities	with and on behalf of individuals, families, groups, organizations, and communities.		
	C6.D3. Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.	K/V	CANVAS Quizzes/Exams
	C6.D5. Use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	K/V/CAP	Organizational Diversity Assessment
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	C7.D2. Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.	K/V/CAP	CANVAS Quizzes/Exams Organizational Diversity Assessment
	C7.D3. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.	K/CAP	Organizational Diversity Assessment

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	C8.D1. Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice.	K/S	CANVAS Quizzes/Exams Macro intervention model video presentation
	C8.D2. Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.	K/V/CAP	Macro intervention model video presentation

	C8.D3. Understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.	K/V/CAP	CANVAS Quizzes/Exams
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	C9.D1. Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities.	K/V/CAP	Macro intervention model video presentation Community windshield/sidewalk analysis photovoice
	C9.D3. Apply anti-racist and anti-oppressive perspectives in evaluating outcomes.	V/S	Organizational Diversity Assessment
	C9.D4. Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.	K/V/CAP	CANVAS Quizzes/Exams Community windshield/sidewalk analysis photovoice
	C9.D5. Use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	K/S	Macro intervention model video presentation

Course Policies/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 by completing assignments and assigned 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). 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.

Course Requirements

Article Discussion & Reflection

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

Organizational Diversity Assessment

Students will conduct an assessment of an organization they are familiar with, preferably with an organization in which they are/were a current/former employee or practicum student.

Quizzes

Quizzes will be assigned via Canvas according to the schedule posted on the syllabus.

Mid-term Exam and Final Exam

Exams will be assigned in Canvas and may include study guides.

Community Windshield/Sidewalk Analysis Photovoice

Students will observe and assess a local community neighborhood while applying concepts learned in the course.

Macro Intervention Model Video Presentation

*Competency 8 Assessment Measure (See Appendix C)

Students will demonstrate their assessment and intervention skills by preparing a presentation that addresses a selected macro intervention addressed in the course.

Assessment and Grading

Assessment Activities	Grades Possible	Weighting
Article discussion/reflection (5 x 20 points each)	100	10%
Organizational Diversity Assessment	200	20%
Quizzes (5 x 20 points each)	100	10%
Mid-term exam and final exam (2 x 50 points each)	100	10%
Community Windshield/Sidewalk Analysis Photovoice	200	20%
Macro Intervention Model Video Presentation	300	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

Rules for discussing grades or other grading policies (optional): Grades/grading are an essential element of the college experience and is one of the primary means for assessing student's knowledge, understanding, application/demonstration of course content. Therefore, students are encouraged to schedule a meeting to discuss any grade or grading issues with the professor.

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	Course introduction to Essential foundations for knowledge and understanding practice with organizations and communities: -Theories and perspectives -SW values and principles -SW Ethics (NASW Code revisited) -Human rights and justice advocacy	Chapters 1 & 2 (Text) Canvas Quiz 1(20)
Week 2	Key SW roles Planned change as a guide/process. Essential skills for macro practice	Chapter 3 (Texts) Canvas Quiz 2 (20)
Week 3	Management and leadership in macro practice contexts: -Theories for understanding organizations and -organizational management -Engagement, assessment, and intervention with organizations	Chapters 4 & 5 (Text) Canvas readings: Article discussion/reflection Assignment 1 (20)
Week 4	Decision-making skills in macro practice contexts: -Culture, climate, and environment in organizations -Essential social work skills as change agents in organizations – assessing readiness for change -Assessing organizations (SWOT Analysis)	Chapter 6 (Text) Canvas Quiz 3 (20)
Week 5	Assessment in macro practice contexts: -Program assessment -Evaluation models and skills	Chapter 6 Canvas readings Organizational Diversity Assessment (100)
Week 6	Implementing change in organizations: – Essential systems for advancing organizational effectiveness, social well-being, and impact – policies, projects, and programs: -Change agent -Target system identification and strategic intervention -Action system -Networking and support	Chapter 7 Canvas Quiz 4 (20)
Week 7	-Addressing conflict and opposition to change -Strategic planning and acting -Evaluating progress	Canvas Readings Article discussion/reflection Assignment 3 (20)
Week 8	Essentials in understanding and engaging with communities: -Theories for understanding communities -Assessing community – systems and other lenses -Resources and assets in community	Chapter 8 Mid-term exam (100)

Week 9	Power dynamics, human rights, justice issues and equity/inclusion -Community change process – empowerment and community member participation/action	Chapter 9 Article discussion/reflection Assignment 3 (20)
Week 10	-Intervening and evaluating change with communities -Essentials community research concepts and models of evaluation	Chapter 10 Canvas Quiz 5 (20)
Week 11	Essentials in effective advocacy with vulnerable/special populations: -Advocacy and social action -Empowerment activities -Grassroots community organizing and development	Chapter 11 (Text) Canvas readings Video
Week 12	-Identifying community assets and allies -Community building -Intervention strategies and tactics for legislative advocacy and political activity	Canvas readings Community windshield/sidewalk analysis photovoice assignment (100)
Week 13	Social work ethics, ethical responsibilities, anti-oppressive practice within communities/ neighborhoods, and life-long learning and supervision: -Ethical responsibilities in agencies/organizations and communities/neighborhoods -Ethical Responsibilities to the broader society	Chapter 12 Canvas readings Article discussion/reflection Assignment 4 (20)
Week 14	-Ethical boundaries when addressing spirituality and religion -Effectively using professional values to guide practice -Managing personal values to decrease biases and reduce unethical behaviors Using supervision and professional networks to improve practice effectiveness and efficiency	Chapter 13 Macro intervention model video presentation (300)
Week 15	Essentials in macro practice: -Managing agency resources -Effective communication and use of technology -Funding and fundraising with organizations -Grants and contracts	Canvas readings Article discussion/reflection Assignment 5 (20)
Week 16	Wrap-up, Endings: -Summary of semester -Course evaluations/ending	Final exam (100)

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 Numunuu (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: December 2, 2024
TO: Dr. Rachel Slaymaker
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for SOCW 655 – Practice III – Communities and Organizations

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: Practice III: Communities and Organizations Dear Dr. Slaymaker,

Thank you for the submission of SOCW 655: Practice III: Communities and Organizations. 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,

