

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number SOCW 255 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New course – See documents provided

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³							
		Dept./School	College Academic	Deans	TEC	UGEC	GRAD	Provost	President
	Change to a Course								
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 (substantive change)	A	A	A		I		A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A	I
6.	Course number within the hundred	A	A	I		I		I	I
7.	Course number beyond the hundred	A	A	A		A		A	I
8.	Prerequisites	A	A	A		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	I
11.	Cross list with another department: U or G level	A	A	A		A		A	I
12.	Department of record	A	A	A		A		A	I
13.	Open or close a course	A	A	A		A		A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A	I

Note: 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.

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) 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.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	3/2/21 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	3-3-2021 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	3-3-2021 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	SOCW 255
---	----------

I. Systems and Catalog Information Complete each item.

1	Course Developer	Katelin East
2	Course Instructor	Various
3	Course Title	Social Worker Observation
4	Course Abbreviation for Banner If title is more than 30 characters	
5	College	CEHS
6	Department or School	School of Social Work
7	Number of Credit Hours	2
8a.	Number of contact hours – lecture	
8b.	Number of contact hours – lab/activity	2
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	2
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☒ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	2

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	SOCW 255. Social Worker Observation (2), summer. Students complete 60 hours of direct observation and service under the supervision of a social worker in the community agency of their choosing, with ACU School of Social Work approval. Synchronous online instruction to occur to facilitate reflection and response.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Students will have interviewed and been accepted into the School of Social Work. Students will submit their request for an agency site that employs a social worker on location and must be approved by the course instructor.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a <u>single requirement cannot be both a prerequisite and a corequisite</u>)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes 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 fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not</i>	Summer 2023

	<i>be earlier than the coming fall semester.</i>	
24	Is this course required for a degree/s? <i>If yes, attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes
25	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 ☐ Yes <i>If yes, provide rationale:</i>
26	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 ☐ Yes <i>If yes, provide course ID, term, and enrollment:</i>
27	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 in Section IV-D.</i>	

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.

Prior to the development of this course, the School of Social Work degree plan already allowed for five flexible credit hours. This course, plus the development of two others, will now utilize that credit hour flexibility in the degree plan. Please see attached revised degree plan for additional information.

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

Two ACU School of Social Work faculty obtained an Experiential Learning Development Program (ELDP) grant from the Adams Center and the Experiential Learning Center. The goal of the grant proposal was to reimagine curriculum in a way that better prepares our senior level students for their 400 hour clinical practicum in a social service agency under the supervision of a seasoned social work practitioner. A primary requirement of the ELDP grant was to ensure any proposed experiential learning activities be required within the degree plan.

The goal of this course is to enrich and magnify experiential learning already at work in the School of Social Work, while also hopefully creating a new bridge between identified gaps in our education

07/23/2019

framework. This course provides students with their first introduction to professional social workers in the field. It is our belief that this opportunity will provide critical framework for our students' understanding of what it means to "do" social work, specifically in a setting external to the classroom.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for students formally accepted into the School of Social Work. Students will ideally be of junior standing, but the School of Social work may allow students of other classifications to enroll, in recognition of the amount of transfer students the School of Social Work often receives.

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

To inform our course goals, the School of Social Work is utilizing the stated goals of the Experiential Learning Initiative. As part of this course, students will achieve the following objectives:

- **Student Centered Learning:** Students are given the opportunity to identify the agency of their choosing to complete their service learning. Additionally, they will be responsible for initiating contact and communication with said agency.
- **Problem Solving:** Not only will students problem solve as they work to schedule their service learning experience, communicate with their potential supervisor, and make a plan for the summer, they will also face problem solving opportunities throughout their 60 hours on site.
- **Risk of Failure:** Supervisor feedback will be elicited as a part of this course. Professional social workers will offer up their own assessment of a student's strengths and growth areas based on their observations. Additionally, students will potentially be placed in situations where they do not yet know the right or best choice to make as a practitioner -- this certainly ups the risk.
- **Change of Setting:** The primary premise of the service learning credit will be to complete their 40 hours off campus, likely out of town.
- **Reflection:** Multiple assignments in this course will entail a reflection component that meets the stated goals of experiential learning from a social work perspective. Students would be required to ensure they integrate feedback provided from their agency supervisor and social work faculty member as a part of the reflection as an emerging practitioner. Addressing specific behavioral criteria and incorporating foundational understanding of social work competencies would also be critical to the scaffolding process as they prepare for field practicum.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome Note: SLO's are informed by the School of Social Work's CSWE accreditation standards.	Measurement
1	EPAS Competency 1: Demonstrate Ethical and Professional Behavior: Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and	Ethics Reflection

	macro levels	
2	EPAS Competency 1: Demonstrate Ethical and Professional Behavior. Understand how their personal experiences and affective reactions influence their professional judgment and behavior	Structured Reflection, Assessment of Professional Behavior
3	EPAS Competency 4: Engage In Practice-informed Research and Research-informed Practice. <i>Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</i> Related Assignments	Reaction Paper

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**.

Readings will draw primarily from full-text articles and other web-based materials.

B. full publication information; label **Graduate**.

IV. 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.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
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 I-27. 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 II-B.

ABILENE CHRISTIAN UNIVERSITY
SCHOOL OF SOCIAL WORK

SOCW 255 Social Worker Observation

Mission Statements:

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

CEHS Mission Statement:

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.

School of Social Work Goals:

- To prepare students for generalist practice from an evidence based perspective;
- To prepare graduates for leadership in the social work profession and in social welfare organizations;
- To instill in students an appreciation of human diversity that inform their practice behaviors; and
- To contribute to the knowledge base for evidence-informed social welfare programs and social work practice.

Catalog Course Description:

SOCW 255. Social Worker Observation (2), summer. Students complete 60 hours of direct observation and service under the supervision of a social worker in the community agency of their choosing, with ACU School of Social approval. Synchronous online instruction to occur to facilitate reflection and response.

Course Prerequisites:

Students will have interviewed and been accepted into the School of Social Work. Students will submit their request for an agency site that employs a social worker on location and must be approved by the course instructor.

Course Goal and Objectives/Competencies:

The goal of this course is for students to see first-hand the skills and roles of a professional social worker. Through service learning, our students will have the opportunity to practice engagement and relationship building, observe critical components of the profession, and practice one of the core values of the social work profession: service.

Competencies Met:

EPAS Competency 1: Demonstrate Ethical and Professional Behavior. *Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.* Related Assignments: Ethics Reflection

EPAS Competency 1: Demonstrate Ethical and Professional Behavior. *Understand how their personal experiences and affective reactions influence their professional judgment and behavior.* Related Assignments: Structured Reflection, Assessment of Professional Behavior

EPAS Competency 4: Engage In Practice-informed Research and Research-informed Practice.

Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.

Related Assignments: Reaction Papers

Teaching Methods:

Teaching will occur remotely, through both synchronous and asynchronous delivery. Students will primarily engage through Zoom and Canvas.

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



Access to this system is through the **canvas** 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.

CLASS POLICIES

Assignments. Assignments should be turned in with correct spelling, punctuation, and grammar. All students are encouraged to seek additional writing assistance through the University Writing Center at <http://blogs.acu.edu/writingcenter/>. The format required for each assignment is provided in the assignment description. Additionally, Grammarly is an additional resource for students.

Class Participation and Use of Technology in Class. Attendance and participation are important for effective learning. Students are expected to attend class, and actively participate in discussions and exercises. When students are in attendance via Zoom, cameras must be turned on.

Email Communication with Instructor. The instructor is available by email to answer questions about assignments. The instructor will only send and receive emails from the students' ACU email address. Students should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response.

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. For more information, please visit: www.acu.edu/soar

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.

GENERAL UNIVERSITY POLICIES

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). 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.

The University 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>.

Required Text and Course Materials:

No required text for this course.

Articles may be posted and require review via Canvas.

Requirements of the Course:

You will be expected to complete the following course requirements:

1. Class Participation and Attendance

This course will meet synchronously a minimum of three times over the course of the summer, and students will be expected to make every effort to attend. Meetings may involve the entire cohort or individual student meetings with the professor. The requirement will be specified prior to the beginning of

observation hours. Primarily, your participation will be monitored via your contributions to discussion board prompts and postings, as well as the timeliness of your assignment submissions.

Percentage of course grade related to class attendance and participation: 10%

2. Service Hours

Students must spend 60 hours of direct service and observation at their service learning site. These observations must be completed within an eight week timeframe, though may be scheduled at the student's discretion. An hour is defined as ON-SITE presence - students must be in person for hours to count toward 60 hour minimum. All hour logs must be completed and submitted via the Google Form shared with students and linked on the class Canvas page.

Percentage of course grade related to service hour completion and documentation: 20%

3. Discussion Board Posts

Periodically, the instructor will post questions to the class Canvas Discussion board. Students will respond to the instructor's prompt, as well as interact with other students' posts.

Percentage of course grade related to Discussion Board Posts: 10%

4. Structured Reflection

Students will submit periodic online discussion entries answering questions and topics based on the competencies and provided by the instructor. See **Appendix A** for Structured Reflection guidelines and rubric.

Percentage of course grade related to the Structured Reflection: 15%

5. Ethics Reflection

This assignment requires students to reflect on the NASW Code of Ethics at their service learning site. See **Appendix B** for guidelines and rubric.

Percentage of course grade related to Diversity Reflection: 15%

6. Reaction Paper

Students will respond to two academic articles with specific relevance to the agency and populations being served at their organization. See **Appendix C** for guidelines and rubric.

Percentage of course grade related to the Reaction Papers: 15%

7. Assessment of Professional Behavior

Student supervisors will complete an Assessment of Professional Behavior, assessing the student's demonstration of appropriate professional skills. The form is provided on Canvas, and instructor will review document and expectations with students and supervisors at multiple points throughout the semester to ensure familiarity and comfort with the specifics of the document.

Percentage of course grade related to the Assessment of Professional Behavior: 15%

Grading Policy and Philosophy:

The percentage of your total class grade for each of the evaluation areas is as follows:

Class Participation/Attendance	10%
Structured Reflection	15%
Discussion Board Posts	10%
Completion of 60 Service Hours	20%
Ethics Reflection	15%
Reaction Papers	15%
Assessment of Professional Behavior	15%
Total	100%

Course grades will be awarded as follows:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

APPENDIX A
Structured Reflection SOCW 255

To facilitate reflection and perspective, students will submit three Structured Reflections based on their time and experience at their service learning site. Structured reflections should contain the following:

1. **Focus** on one specific time period spent in your context. Chronicle briefly the events that occurred during that time period, whether significant or insignificant. This provides a context for the one event on which you will journal.

2. **Select** one event that occurred during that time period. Select the event for one or more of the following reasons:

- a. It raised your concern.
- b. It excited you.
- c. It caused you to rethink or question your initial idea about something.
- d. It required you to solve a problem.
- e. It convinced you that your initial idea about something was valid.
- f. It made you wonder if you might not know the "right" way to do something.

3. **Elaborate** on the event. Describe it; someone has said that a journal entry "relives" an event. Think about how the event made you feel and what you perceived to be the responses of the student(s) or other individuals involved.

4. **Analyze** the event. Tell why the event was significant, how you interpret the event, and what it may cause you to do in the future. (Examples: Are you even more certain than ever before about something you thought? Are you questioning something you thought was true? Will you research something? Will you ask that we discuss some issues in class? Will you watch for something? Will this affect your practice in the future? Will you avoid something? Be thorough enough to show how the event has influenced (even in some small way) you.

Student responds to all four prompts - Focus, Event, Elaborate, and Analyze. Spelling and professional tone in writing demonstrate diligence and review of work prior to submission.	20
Focus is clear, identifiable, and relevant to the service hour site.	20
Event Selection is clearly specified as to *why* it's pivotal to the student's experience and learning.	20
Elaborate: Enough details are given to help the instructor fully visualize and understand the significance of events. Clarifying facts are provided and student response to events is evident.	20
Analysis: Student demonstrates the significance of the event to their own development as a social work professional. Introspection and self-evaluation is clear. Implications from experience are stated and elaborated.	20
Total available points:	100

Appendix B

Ethics Reflection

As social workers, our work must constantly be centered on our Code of Ethics. In your service and observation this summer, please reflect on the interaction on how you see the Code of Ethics illustrated through your observation and service. A thorough paper should be 5-7 pages. Some examples of questions to include in your reflection:

- 1) Describe the population served by your agency. How does the agency demonstrate dignity and worth of a person in their work with this clientele? How about human relationships? What have you seen that you want to emulate in your own practice? Did any specific biases present that you didn't know about before?
- 2) Discuss a time when you observed your social worker display competence in the field. How did you know? What made you feel confident in their skill set?
- 3) How does your agency promote social justice? Do you see it at the micro and macro level? What are ways that you would like to see their advocacy grow?
- 4) Describe ways in which you observed your social worker and/or agency demonstrate integrity? What challenges to this value did you observe?
- 5) This summer has revolved around service - the final core value. Reflect on the impact of your service on your own future practice. How do you feel you've grown over the course of your sixty hours of observation? What factors of service will you plan to include in your own practice? What did you observe from your social worker?

Feel free to include additional reflections and observations. See below for the rubric:

	Value Identified	Reflection/Elaboration
4	Each of the six values is clearly stated and response is provided	Student offers introspection and clear reflection. Appropriate personal disclosure occurs.
3	Each of the six values is stated, but aren't distinct or clear	Introspection is present, but isn't fully clear.
2	Two values are missing from paper	Language is vague. More self-awareness is needed.
1	3 or more values are missing from paper	Reflection is lacking. No self-awareness noted.

Appendix C

Reaction Papers:

You will be choosing two articles relevant to specific to the client population served by your placement. These articles must come from peer reviewed professional journals. Identify issues that emerge from your placement that have implications for your future professional practice. Please choose articles that have been published within the last 5 years. You can locate full-text articles in databases on the ACU Library Webpage. You will complete a reaction paper for each article following the following guidelines.

Each Reaction Paper should be 2-3 pages in length - no more and no less. In the first portion of the paper briefly summarize the article and describe your reason for choosing to read the selection making connections to your placement. In the remaining portion describe your personal reaction to and reflection on the reading. In this section respond to questions such as the following:

- What questions about the subject did the author answer for you? What questions do you still have?
 - Did you agree or disagree with the author on any points? Why? What is your opinion of the issue? On what do you base this opinion?
 - How does the content of this article apply to your setting?
 - Did you change or strengthen any former opinions and/or understandings after reading this article?
-
- Did you have any strong emotional reactions to this article?
 - What connections can you make with past course content or your own experience?
 - Why did you choose to read this article?

These questions serve as a guide. Avoid writing your paper as though you are going through this list of questions. Use the following assessment criteria to guide you in writing your papers:

3-very good

2-satisfactory

1- less than satisfactory

0- unsatisfactory

1. Article is selected from a peer-reviewed professional journal
2. Topic chosen is relevant to future professional practice
3. Makes clear connections to summer placement context
4. Expands thoughtfully and clearly on these connections
5. Demonstrates critical thinking and discusses issues with depth and clarity
6. Summary demonstrates thorough reading
7. Summary gives reader adequate understanding of the article
8. Uses professional terminology accurately and effectively
9. Paper is organized effectively and thoughts flow
10. Includes a copy of the article

11. Free of errors in grammar and spelling

Degree:

BS Social Work

For Students Entering **Fall 2022**

This is a sample schedule to illustrate how long it will take to complete this degree plan. Additional semesters may be necessary if you are required to complete courses listed in the right-hand column or if you repeat courses. Consult with your academic advisor before changing the sequence of courses. Some courses are not offered every semester and some courses have prerequisites. Check the course description in the current catalog for details. Failure to complete courses in the recommended sequence may delay graduation. Each block represents 3 hours unless otherwise noted.

FR Fall 15 hours	†BIBL 101 Jesus: Life and Teachings	†ENGL 111 Composition and Rhetoric	†CORE 110 The Question of Truth	Science (fall or spring, see degree plan for choices)	SOCW 230 Introduction to Social Work		Required if condition of Admission: UNIV 011 Learning Strategies
FR Spring 16 hours	BIBL 102 Early Christians: Life, Literature, and Community	ENGL 112 Composition and Literature	• CULTURAL AWARENESS	MATH 120 Elem Mathematical Reasoning (fall or spring)	• HISTORICAL LITERACY	• PEAC 100 or PEAC activity – 1hr.)	
SO Fall 16 hours	@ • BIBL 211 Message of the Old Testament	@ COMM 211	SOCIAL SCIENCE	BIOL 101 Biology: Human Perspectives or BIOL 291/293 or BIOL with Human Biology content	SOCW 327 Micro/Mezzo Human Behavior Theory	• PEAC 100 or PEAC activity – 1hr.)	
SO Spring 17 hours	• Advanced Bible Selection (300-499) BIBL, BIBD, BIBH, BMIS	@ • SOPH ENGL LITERATURE (200-299/263 REC)	Free Elective	SOCW 329 Diversity, Power, and Oppression	SOCW 250 Fundamental Skills of Relating	@SOCW255 Social Worker Observation (summer 2hrs)	May be required based on ACT or SAT scores: MATH: MATW 019 MATW 120 MATW 130 ENGLISH: ENGL 003/004 ENGL 106/006 ENGL 107/007
JR Fall 16 hours	Major Requirement Course Elective	Major Requirement Course Elective	SOCW 441 Social Policy and Services	SOCW 351 Social Work Practice with Micro Systems (4 hrs)	SOCW 415 Social Research		
JR Spring 16 hours	• Advanced Bible Selection (300-499) BIBL, BIBD, BIBH, BMIS	Major Requirement Course SOCW361: Pre-Practicum Orientation (2hrs)	SOCW 442 Policy Analysis and Practice	SOCW 451 Social Work Practice with Macro Systems (4hrs) (writing intensive)	University Requirement Selection (3hrs.)	IPE Course (1hr)	
SR Fall 16 hours	Elective	Elective	Major Requirement Course Elective	SOCW 381 Field Practicum I (4hrs)	SOCW 411 Statistics for Social Workers		
SR Spring 16 hours	Elective	Elective	Elective	SOCW 481 Field Practicum II (4hrs)	SOCW 416 Program and Practice Evaluation (Capstone) (3hrs.)		Total Hours = 128

Symbol Key: † Freshman Requirement. @ Course typically available in a summer term.

• This course or its equivalent is offered at one of ACU's semester-long Study Abroad sites.

Those planning to study abroad should save these courses. See www.acu.edu/study-abroad for updated courses.

Katelin East
Hardin Administration Bldg, 104B
Abilene Christian University
Abilene, TX 79699
203-460-6273

Feb 24, 2021

Re: Review of SOCW255: Social Worker Observation

Dear Professor East,

Thank you for submitting the application for course SOCW255: Social Worker Observation. I reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements except these items:

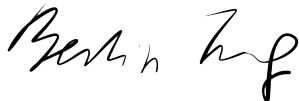
- You may want to add a section called “unique Christian perspective” explaining how the Christian faith is integrated in the course.
- Instructor information is missing. You may need to add it when it becomes available.

You can make the change yourself. There is no need to bring the syllabus back for another review.

The course has exemplary course policies, including technology, SOAR referral, and housing/food insecurity statement. Thank you for the great work.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 2, 2021
TO: Katelin East
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for SOCW 255 – Social Worker Observation

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