

Abilene Approval Chart for Curriculum Changes

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

Course Number: HRJ 201 Introduction to Human Rights and Justice

or Degree Plan(s):

This new course will be a requirement in the new HRJ minor.

	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)	
<i>Rachel Slaymaker</i>	04/05/2024
Chair Signature	Date
Chair/Program Director Signature	Date
College Academic Council(s)	
<i>Heila Jones</i>	Apr 18, 2024
Chair Signature	Date
Chair Signature	Date
Dean(s)	
<i>[Signature]</i>	Apr 24, 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

Course ID (<i>Subject Code and Number</i>)	HRJ 201
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Stephanie Hamm, Rachel Slaymaker
B	Course Instructor	Stephanie Hamm
C	Course Title	Introduction to Human Rights and Justice
D	Course Abbreviation for Banner if title is more than 30 characters	Intro to HRJ
E		CHBS - Health and Behavioral Sciences
F		SSW - School of Social Work
G		1
G1		1
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	1
K		<u>Seminar (SEM)</u> See Schedule Type definitions in the Reference section.
L		1

M		<u>Standard</u>
N	Maximum Enrollment	20
O	Catalog Description (50 words or less)	This course is the introductory course for the HRJ minor. Students will learn the foundations of human rights and justice in America, consider their own values and understanding in relation to their major, and develop a preliminary plan for the project-based experiential learning capstone course.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	NA
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)	NA
R	If the course is cross-listed, specify the subject code and course number of the other course	NA
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>No</u>
T3	Will the course be offered in summer terms?	<u>Yes, every year</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2024

V	Is this course required for a program(s)?	<u>Yes</u> 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>	<u>No</u> 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>	<u>No</u> 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>	NA

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.

The purpose of this course is to enable the student to set their path for the minor. They will learn the foundations of human rights and justice in America. They will learn the values and theories associated with justice. They will also begin the process of curating their minor by searching and planning the courses they will take to complete the minor, justifying their choices. During this course, they will engage in pre-flection, in which they will consider their own values and understanding of justice, assess their field of study's conduciveness to integrate justice, and set goals for the completion of the minor. Because of students' various timelines/schedules, this course would be best delivered remotely, utilizing Canvas as the primary platform. This course can be offered during long semesters or summer. All readings, assignments, assessments, and forms can be completed via Canvas. A requirement of the course will be at least two synchronous meetings with a faculty member—one at the beginning of the course and one at the end. Any other support that is needed throughout the course will be provided.

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

The addition to the HRJ minor is invaluable as it provides a pathway to completion of the minor. Without it, students will have neither the foundation needed, or the plan to complete the minor.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Students who wish to advance human rights issues and social, racial, economic, and environmental justice initiatives across systems and disciplines will be drawn to this minor. Graduates of the Human Rights and Justice minor will be people who are thoughtful of all parties involved in an injustice; and who endeavor for resolution and reconciliation. There are no prerequisites.

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

The purpose of this course is to enable the student to set their path for the Human Rights and Justice minor.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Learn the foundations of human rights and justice in America.	Students will complete a participatory Action Research Case Study in which they will process through a case study that incorporates learning how to conduct community-based research.
2	Learn the values and theories associated with justice.	Students will complete a participatory Action Research Case Study in which they will process through a case study that incorporates learning how to conduct community-based research.
3	Develop a degree plan to complete their minor.	Students will submit a degree plan that meets the minor requirements and adequately proposes their potential experiential learning project to be completed in the capstone course.
4	Consider their own values and understanding of justice, assess their field of study's conduciveness to integrate justice, and establish goals for the completion of the minor.	Students will submit guided <i>preflections</i> (predictive reflections) that will include being, knowing, and doing reflections to begin the minor.

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**.

Course materials will include readings that will enhance the students ability to understand various theories and perspectives of justice, as well as their own capacity to engage in justice work. These will mostly be referred journal articles to be appropriately updated. No textbook will be required.

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.

HRJ 201: Introduction to Human Rights and Justice

About the Instructor

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325.674.2072
Office Hours: Please email to schedule.
stephanie.hamm@acu.edu
Mission Statements

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

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

The Abilene Christian University School of Social Work seeks, within the context of a Christian higher education institution, to prepare graduates as effective and ethical professionals who incorporate best evidence in practice; promote social justice for vulnerable persons everywhere through service and leadership roles; and, advance social work knowledge through research and other scholarly activities.

The mission of the Abilene Christian University Bachelor of Science in Social Work Program is to educate students for competent, entry-level, generalist social work practice which integrates Christian and personal faith to contribute to the knowledge base of the profession, and to play active leadership roles in effective service delivery systems.

SSW Spiritual/Faith Statement

The ACU School of Social Work shares the university's core value of *Missional living and spiritual formation*. As such, the School encourages students to develop their faith according to their spiritual journey. Ethical social work practice includes an understanding of diverse faith perspectives, with the worker's perspective being only one of them. Therefore, students are encouraged to interrogate their faith's influence on complex ethical decision-making resulting from social work core values such as service, dignity and worth of the person, and integrity, irrespective of the practice setting.

About the Course

This is a one-credit course to be offered online every fall and summer semesters at the onset of the Human Rights and Justice minor. This course will be accessible through Canvas (acu.edu/canvas).

Prerequisites/corequisites: This course has no prerequisite.

Catalog description: This course is the introductory course for the HRJ minor. Students will learn the foundations of human rights and justice in America, consider their own values and understanding in relation to their major, and develop a preliminary plan for the project-based experiential learning capstone course.

Intended audience: This course is intended for undergraduates enrolled in the Human Rights and Justice minor.

Teaching and Learning Methods

This is an online course, utilizing Canvas as the primary platform. A requirement of the course will be at least two synchronous meetings with a faculty member—one at the beginning of the course and one at the end.

Course Expectations

- Complete all required reading assignments, including handouts presented during class sessions. Demonstrate knowledge of course material through participation in discussions & exercises. Attend classes regularly.
- Late work is not accepted. If you find you are falling behind or experiencing a personal challenge that impacts your work, please consult with faculty.
- If appropriate, absences exceeding 20% of the course will result in a failing grade. If you are absent, please consult with Canvas and your classmates.
- Extra credit assignments will not be accepted.

Required Texts

Readings will be assigned as needed and located on Canvas.

Assignments

Preflections (see appendix): Students will submit guided *preflections* on their reasons and goals for choosing the minor including any links between human rights and justice and their major/discipline. Preflections (or predictive reflections) are “intended to create anticipation of future experience in the learner... [and] foreshadow the coming learning experience and formal reflective process to follow” (Pritchard, 2017, p. 226).

Participatory Action Research Case Study (see appendix): Students will process through a case study that incorporates learning how to conduct community-based research that includes data collection, analysis, and recommendations for the purpose of effecting change in the community or organization.

HRJ Minor Courses and Capstone Plan (see appendix): Students will submit a degree plan that meets the minor requirements and adequately proposes their potential experiential learning project to be completed in the capstone course. Students will be expected to conduct research on the population to be served and the organization or community they plan to serve. They will also begin contacting the appropriate representatives of the organization or community to further the project discussion.

Grading Criteria

This is a one-credit course. At the close of the respective semester, the student will be awarded a grade consistent with the work completed in the course.

Course Outcomes

Course Student Learning Objectives

The purpose of this course is to enable the student to set their path for the Human Rights and Justice minor. In the course, students will:

SLO	Measurement
Learn the foundations of human rights and justice in America.	Students will complete a participatory Action Research Case Study in which they will process through a case study that incorporates learning how to conduct community-based research.
Learn the values and theories associated with justice.	
Develop a degree plan to complete their minor.	Students will submit a capstone plan that meets the minor requirements and adequately proposes their potential experiential learning project to be completed in the capstone course.
Consider their own values and understanding of justice, assess their field of study's conduciveness to integrate justice, and establish goals for the completion of the minor.	Students will submit guided reflections (predictive reflections) that will include being, knowing, and doing reflections to begin the minor.

Calendar

Course Calendar *(The instructor reserves the right to adjust the schedule to accommodate learning.)*

Modality	Content	Due Dates
Required Zoom or f2f meeting	Course Introduction & Context Foundations of human rights and justice in America Values and theories associated with justice	By close of week 1
Online, asynch.	Prereflection #1	By close of week 3
	Prereflection #2	By close of week 5
	Prereflection #3	By close of week 7
	Participatory Action Research Case Study	By close of week 9
	Develop a course plan to complete their minor	By close of week 14
Required Zoom or f2f meeting	Course Wrap-up	By close of week 15

Assignments	Percentage of course grade
Preflections (cumulative)	30%
Participatory Action Research Case Study	40%
Minor Course Plan	30%

Assignments are designed to promote acquisition of the knowledge, skills and values identified in the syllabus, and to provide a basis for evaluation. Criteria for assignments will be clarified throughout the semester. Semester grades are earned based on the following scale:			
100-90 (A)	89-80 (B)	79- 70 (C)	69 and below (F)
exemplary competency and production	above average competency and production	average competency and production	fails to demonstrate adequate competency and production

Appendix

Appendix A: Prereflections (Predictive Reflections)

Students will read the excerpt from Pritchard (2017) *Chapter 1: An Overview of Experiential Learning* available in Canvas. They will then contemplate and reflect on the following prompts over the course of three separate assignments:

Prereflection #1: *Being* as an ontological state that includes individuality, cultural identity, values, and beliefs.

1. What area of human rights and justice do you hope to focus most on? Why?
2. What kinds of past experiences have you had with your focus area(s)? How might this affect your progress through the minor and into the capstone project?
3. Describe your cultural identity(ities)? How do they compare and contrast with the population with which you hope to work?
4. How do you think you will be perceived by the people you are working with?
5. What strengths do you bring to this experience?

Prereflection #2: *Knowing* as a cognitive state that includes constructed meaning and understanding Knowledge.

1. What is the organization or community issue you hope to address?
2. Why does addressing this issue feel meaningful to you?
3. What are you most looking forward to about the minor and the capstone experience? What are you most eager to learn?
4. How might course readings or other work you have done in the class prepare you for your experiences as you prepare for the capstone project? What connections do you think will be possible to draw between your course readings and your experiences?
5. What are your hesitations? What might be a challenge to your learning? What kind of support might be helpful from the instructor?

Prereflection #3: *Doing* as a behavioral extension of our being and knowing that includes senses, actions, and skills.

1. What advocacy skills do you hope to gain from this minor?
2. What is your initial reaction to developing a plan within the minor and for your capstone project?
3. What emotions arise or do you expect will arise as you work through your proposed project?
4. What kinds of expectations do you have for the people you may encounter within the organization or community? How might they behave?
5. What might be some potential miscommunications that may arise? How might you address those?

Appendix B: Participatory Action Research Case Study

Students will process through a case study that incorporates learning how to conduct community-based research that includes data collection, analysis, and recommendations for the purpose of effecting change in the community or organization.

From the case study, write a plan for addressing the case's injustice. In narrative form, address the following:

1. Problem of concern
 - a. What is the nature of the problem? Who is affected by the current situation? What is the relevant context (the history of the problem, causes? relevant policies, etc.)?
2. Assessment
 - a. What is known about the resolution of the issue? What needs to be known in order for the problem to be addressed and human rights be protected? Who are key stakeholders who can contribute to possible resolutions? What might be the appropriate timeline?
3. Plan for Intervention
 - a. What data needs to be collected? How will it be collected? By whom? From whom? What instruments will be used?
 - b. How will the data be analyzed? What might relevant findings suggest? Who needs to learn about these findings? What are the implications for knowledge of these findings?
4. Advocacy
 - a. Based on the findings, in what ways might you advocate for best practices moving forward? To whom will you advocate? What do you hope to occur? How might you evaluate the intervention?

Appendix C: HRJ Minor Courses and Capstone Plan

Students will submit a degree plan that meets the minor requirements and adequately proposes their potential experiential learning project to be completed in the capstone course. Students will be expected to conduct research on the population to be served and the organization or community they plan to serve. They will also begin contacting the appropriate representatives of the organization or community to further the project discussion. Students will use [this document](#) to chart out their course plan.

Appendix D: 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 Nəmənə (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

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](#)

Technology in Class

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

Appendix E: General University Policies

Use of EMail 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 email 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](#).

Bias Education and Response Team (BERT):

Bias incidents affect our ability to work with, instruct and learn from each other. For more information about the reporting process of bias incidents at ACU, see <https://acu.edu/about/diversity-and-inclusion/bert/>.

ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The ACU website provides more information at <https://acu.edu/accessibility-statement/> . Please contact me to discuss any approved accommodations that you require for this class.

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.

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.

In a crisis situation contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.

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. You can access free confidential counseling services through the Timely Care app by googling "timely.md acu" or calling (833) 484-6359.



April 4, 2024

Dr. Stephanie Hamm
Associate Professor
School of Social Work
Hardin Administration Building (ADM) 108B
(325) 674-2072

Re: Review of Introduction to Human Rights and Justice (HRJ 201)

Dear Dr. Hamm,

Thank you for submitting the review of Introduction to Human Rights and Justice (HRJ 201) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and members of the council, who may also 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.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott E. Hamm', written over a horizontal line.

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 5, 2024
TO: Dr. Stephanie Hamm
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HRJ 201 – Introduction to Human Rights and Justice

After reviewing the course application and syllabus, the library does have adequate resources to support the proposed course. Please contact Melinda Isbell, Librarian Liaison, if additional resources are needed for the course. Thank you for letting us review the course proposal and syllabus.