

Abilene Approval Chart for Curriculum Changes

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

Course Number: HRJ 455 Experiential Learning Capstone

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>	04/05/24
Chair Signature	Date
Chair/Program Director Signature	Date
College Academic Council(s)	
<i>Heidi 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

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	HRJ 455
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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	Experiential Learning Capstone
D	Course Abbreviation for Banner if title is more than 30 characters	HRJ Capstone
E		CHBS - Health and Behavioral Sciences
F		SSW - School of Social Work
G		2
G1		2
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	2
K		Seminar (SEM) See Schedule Type definitions in the Reference section.

L		2
M		<u>Standard</u>
N	Maximum Enrollment	20
O	Catalog Description (50 words or less)	This course is the capstone course for the HRJ minor. Students will actively engage in the practice of justice by way of a student-directed project in an organization or community. Prior approval of a project proposal is required prior to enrollment in the course.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	HRJ 201, SOCW 329
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>No</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</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>	Summer 2025

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 engage in an experiential learning opportunity to gain better understanding of human rights and justice as it pertains to their field of study. This course will require students to learn, use, and enhance students' practice skills to further justice initiatives. During this course, students will be actively engaged in the practice of justice by way of a project in an organization or in the community. For example, if the student is interested in restorative justice, they might work with the Abilene Police Department's juvenile justice unit in which officers teach teens about their offense and encourage them to move in a healthier direction. Or in the context of studying abroad in Oxford, a student might investigate the history of social justice and community development with the Windrush generation. Students will be assisted and supervised by an onsite supervisor, and work alongside individuals doing this work. Per the requirements of the experience, students will be provided with criteria for choosing and creating their experience. Students may choose to formulate their experiential project in a local or global context that may be completed in conjunction with the following, for example:

- *A WAM, study abroad, or WWW trip (utilizing specific human rights and justice reflection such as that of the UN Sustainable Development Goals see <https://sdgs.un.org/goals>)*
- *A charrette experience (a collaboration of various stakeholders to develop/support a project creating positive change in an community)*
- *A community service learning project*

- An Enactus project see <https://enactusunitedstates.org/>

Included in this course will be tracking activity based on praxis (integrating practice and relevant conceptual frameworks), evaluating new knowledge, values, and skills, and reflecting on assessment of one's own internal processes and skill-building.

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. See syllabus.

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 not be able to complete the minor. It is the experiential learning piece of the minor.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The intended audience of this course is students who have successfully completed the two other required courses in the minor, as well as 12 additional credits of the student's choosing. The prerequisite courses are those previous (or possibly concurrent) 16 credits (6 courses).

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

The goal of this course is to complete the minor with an experiential component. This capstone course will allow students to practice what they have learned in the previous courses.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Understand that every person regardless of position in society has fundamental human rights.	Students will submit weekly reflections throughout the experience
2	Knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.	Students will submit weekly reflections throughout the experience
3	Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all	Students will submit weekly reflections throughout the experience

4	Advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.	Students will complete a final product to culminate the experiential project.
5	Students will explore how their faith and theological convictions inform their advocacy of human rights and justice, including ways their perspective enables ethical work with those who hold dissimilar theological views. Students will submit weekly reflections throughout the experience	Students will explore how their faith and theological convictions inform their advocacy of human rights and justice, including ways their perspective enables ethical work with those who hold dissimilar theological views. Students will submit weekly reflections throughout the experience

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' 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.

Updated 8/1/2023

HRJ 455: Experiential Learning Capstone

About the Instructor

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Office Hours: Please email to schedule
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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 2-credit course to be offered online every spring and summer semesters at the end of the Human Rights and Justice minor. This course will be accessible through Canvas (acu.edu/canvas).

Prerequisites/corequisites: HRJ 201 and SOCW 329.

Catalog description: This course is the capstone course for the HRJ minor. Students will actively engage in the practice of justice by way of a student-directed project in an organization or community. Prior approval of a project proposal is required prior to enrollment in the 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 readings.
- Demonstrate knowledge of course material by exhibiting critical thinking in each assignment.
- Abide by the experiential learning project requirements and timeline as indicated in this syllabus and in Canvas.
- Hours: At least 25 experiential contact hours in the organization/community and 5 hours include tracking activity, evaluating self, and reflecting on the experience with faculty and via Canvas
- This is an upper-level course, 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.

Required Texts

Readings will be assigned as needed and located on Canvas.

Assignments

Experiential Learning Commitment (see appendix): Students volunteer within the organization or community for at least 25 hours and effectively meet each requirement below. Prior to enrollment, students are guided through the process of finding a service position of their own

choosing, which must be approved by the instructor or minor advisor. The Experiential Learning Commitment & Worksheet is completed by the student and submitted on Canvas that includes a description, justification, and goals of the experiential component. Students will explain the project, obtain approval by the supervisor via signature, and seek faculty approval via signature. This submission is graded on the basis of thoroughness and completion. Students are permitted to revise and resubmit with instructor's discretion. Completion is 25% of your course grade.

- Experiential Learning Requirements (adapted from University of Central Florida's [Integrative-Experiential Learning Webcourse](#)):
 1. Make a contact for the purpose of engaging in an experiential learning project.
 2. Demonstrate that the project meets one or more course objectives
 - a. Engage in human rights work
 - b. Understand global or historical oppression
 - c. Evaluate power and privilege to promote justice/reduce inequity
 - d. Advocate for structures that eliminate barriers to equitable distribution of resources
 3. Obtain faculty authorization for the planned experiential project
 4. Submit a completed and signed Experiential Learning Commitment
 5. Be prepared for the course instructor to be in communication with site/task supervisor
 6. Provide evidence of the completion of the experiential learning project
 7. Demonstrate an increase in civic awareness and engagement
 8. Complete all assignments outlined in the Syllabus

Active Participation: Students actively participate in the Canvas course, abide by all required readings and assignments, and meet with the instructor synchronously at least two times during the course. Intentional engagement with the instructor for guidance and consultation is expected. Students also successfully track and complete the minimum number of volunteer hours. Completion is 10% of the course grade.

Weekly Reflective Analyses (see appendix): Students will submit weekly reflections throughout the experience. A reflective process of integrative-experiential learning will be utilized. It consists of directed reflection on self-assessment and self-evaluation. Students may be permitted to revise and resubmit in accordance with the course schedule and instructor's discretion for time extensions. Completion is 25% of the course grade.

Experiential Paper/Product (see appendix): Students will complete a final product to culminate the experiential project. Students will be given a choice on how they prefer to present their

experience and the outcome of the experience (i.e., paper, video presentation, podcast, etc.). Completion is 40% of the course grade.

Grading Criteria

This is a two-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

Student Learning Outcomes (SLOs)

Graduates of the minor will be people who are thoughtful of all parties involved in an injustice; and who endeavor for resolution and reconciliation. The primary outcome is based on a social work education competency: Advance Human Rights and Social, Racial, Economic, and Environmental Justice. With the following SLOs:

SLO	Measurement
Students will understand that every person regardless of position in society has fundamental human rights.	Students will submit weekly reflections throughout the experience
Students will learn about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.	Students will submit weekly reflections throughout the experience
Students will critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, or environmental justice by reducing inequities and ensuring dignity and respect for all.	Students will submit weekly reflections throughout the experience
Students will learn to advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably or that civil, political, economic, social, and cultural human rights are protected.	Students will complete a final product to culminate the experiential project.
Students will explore how their faith and theological convictions inform their advocacy of human rights and justice, including ways their perspective enables ethical work with those who hold dissimilar theological views.	Students will submit weekly reflections throughout the experience

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	By close of week 1
Online, asynch.	Experiential Learning Commitment	By close of week 3
	Weekly Reflective Analyses	By close of weeks 4-13
	Experiential Paper/Product	By close of week 14
Required Zoom or f2f meeting	Course Wrap-up	By close of week 15

Assignments	Percentage of course grade
Experiential Learning Commitment	25%
Active Participation	10%
Weekly Reflective Analyses	25%
Experiential Paper/Product	40%

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: Experiential Learning Commitment

(adapted from University of Central Florida's [Integrative-Experiential Learning Webcourse](#))

Your plan must be submitted and approved by the instructor prior to performing your experiential learning. • If your plan is not approved prior to performing your experiential learning, you risk performing services that will not be approved by the instructor. * Once your Learning Commitment is approved by your instructor, you may begin and complete your experiential learning activities.

STUDENT NAME: _____ ID: _____

ORGANIZATION/Community NAME: _____

LOCATION: _____

NAME OF SERVICE SUPERVISOR OR COORDINATOR: _____

SUPERVISOR/COORDINATOR'S contact information: _____

PROPOSED DATES AND LENGTH OF SERVICE:

STUDENT (signifying commitment) _____
(Signature) (Date)

Supervisor (signifying agreement of the contract) _____ (Signature)

(Date)

INSTRUCTOR (signifying acceptance of the proposed project)_____

(Signature)
(Date)

Goals (what do you propose to do?):

- Long-Term Impact
- Intermediate Goals
- Immediate activities/objectives

Learning Plan (what do you plan to learn?):

- Learning Objectives (at least three)
- Activities and Experiences
- Resources to be consulted or sought
- Method for assessing progress

Appendix B: Weekly Reflective Analysis

Praxis is the integration of practice and relevant conceptual frameworks such as theory. By engaging praxis students connect the what to the how and why of practice. It enables us to critically assess our own current practice as well as inform future practice.

Each student will complete an analysis of their project activities for the week while integrating a deeply reflective component. To incorporate the idea of praxis, use one of six prompts as a perspective of what you did. You may choose which prompt is most appropriate for each reflection, so employ your critical thinking. You are expected to complete one reflection each week for the time you are working on the project per your Experiential Learning Commitment. Use each prompt at least once. Submit your journal each week, per faculty instruction. Take time to think critically and deeply for each of these journal entries.

Here are the prompts:

- Explain your experience in light of your values and professional ethics. Identify the most salient values. What values or ethics did you find that conflicted with your professional values and ethics? Where did you notice any challenges with your own or another's ethical decision making?
- Consider the theory of intersectionality. Identify your own diverse identities that contribute to who you are (gender, race, ability, faith, etc.). In what ways were the intersections of your identities salient to your work this week? How did your intersectionality impact your work positively or negatively? In what ways, if any, did your race, ethnicity, or nationality help or hinder your effectiveness?
- Identify your practice. What types of practice did you employ this week? Micro? Macro? Research practice? Policy practice? Administrative? Community? Reflect on your proficiency and growth areas as a result of your work this week.
- Discuss power and privilege of a population connected to your project. What population did you identify as lacking power or access? Describe areas of inequity or barriers to equitable access to resources. What did you do or learn or come to understand about this population? And how is it relevant to your professional practice?
- Discuss the UN Sustainable Development Goals (see <https://sdgs.un.org/goals>). Which goal seems most relevant to your activity this week? Connect the type of justice (social, racial, economic, and environmental), to the sustainable goals. How is this type of justice or the salient U.N. goal relative to your career goals?
- Practice a professional act of Examen. In general, how was this week of practice? What events or activities impacted you most and why? What did you learn? How did you perform? To what extent did you approach your impact, goals, or objectives? What will you take into next week to improve on limitations or maximize strengths?

Appendix C: Experiential Paper/Product

At the close of the course, the student will complete an experiential product that includes to culminate the experience. This product can be a paper, or a visual recording of some kind. It should be well-done, demonstrating critical thought and planning. In paper form, it should be three to five pages in length. As a recording, it should be between 5-7 minutes and accompanied by an outline. Use correct grammar and writing style. Include proper citations and references as appropriate, avoiding all areas of plagiarism. Use the following outline:

- Provide a description of the experience
 - What kind of experience was it? Where did it occur? What were your desired impact, goals, and objectives based on the student learning outcomes of the course? What were your tasks? Construct a course of completion or timeline of activity.
- Discuss your performance
 - Overall, how would you critically evaluate your new knowledge, values, and skills? Did you do what you intended and learn what you planned according to your EL Commitment?
 - Provide or discuss your onsite/task supervisor's evaluation of your performance. Request that they write a brief statement concerning 1) the ways you did not meet their expectations, and in what areas you might consider improving, and 2) your areas of strength and skill and the ways you maximized them for positive change. This statement does not need to be extensive.
- Discuss your Reconceptualization of knowledge
 - How do you currently view the relevance of your knowledge of human rights and justice as it pertains to your field of study, in contrast to your previous perceptions? In what ways are human rights salient to your field? In what ways is justice salient to your field?
- Discuss Change of understanding and/or behavior.
 - Describe the ways your own understanding and or behavior has changed as a result of this experiential learning project, in terms of your personal and your professional life and goals. What areas were a surprise to you? What will you embrace? And how will this new knowledge manifest professionally going forward?

Capstone Assignment Rubric:

Assessment Scale for Student Learning Outcome (SLO)	Score
Exceeds SLO	5
Meets SLO	4
Approaches SLO	3
SLO Not Yet Met	2
Insufficient Evidence to assess SLO	1

Student Learning Outcome (SLO)/ Competency Descriptor	Assignment Criteria	Score
C2D1. Understand that every person regardless of position in society has fundamental human rights.	Experience: Selection of project is clearly justified, integrates human rights & social justice, and references are cited appropriately.	
C2D2. Knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.		
C2D3. Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all	Reconceptualization: Communicates new learning of social justice and human rights as it pertains to field of study and exhibits critical thinking when exploring each concept related to their field.	
C2D4. Advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.	Performance: Critically self-evaluates new knowledge, values, and skills. Onsite supervisor provides a clear evaluation of performance.	
	Change: Articulates insight and self-awareness in how their understanding and/or behavior changed and linked to person/a/professional goals. Identifies a plan of action moving forward.	
Professional Communication	Product is logically organized, comprehensive, and thorough enough for the professor to assess well	
Assignment Guidelines	Product meets technical guidelines (ex., length, capstone-level work, etc.)	
Overall Mean Score = (Total sum of scores divided by 7)		

Point-to-Grade Conversion Table (on a 5.0 Scale)

Description	Percentage Score		5-point scale	
	max	min	max	min
Student Learning Outcome = SLO				
Exceeds SLO	100.00%	90.00%	5.0000	4.5000
Meets SLO	89.99%	80.00%	4.4995	4.0000
Approaches SLO	79.99%	70.00%	3.9995	3.5000
SLO Not Yet Met	69.99%	60.00%	3.4995	3.0000
Insufficient Evidence to Assess SLO	59.99%	0.00%	2.9995	0.0000

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.



Adams
Center

April 4, 2024

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

Re: Review of Experiential Learning Capstone (HRJ 455)

Dear Dr. Hamm,

Thank you for submitting the review of Experiential Learning Capstone (HRJ 455) 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 10, 2024
TO: Dr. Stephanie Hamm
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HRJ 455 – HRJ Capstone

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.