

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 245: Foundations of S & E Justice

or Degree Plan(s):

We propose adding this course as a requirement to the BSSW degree plan and the Human Rights and Justice Minor.

		Plant / School	College	Dean	TFR	ATIAC / Grad	Provost
	Campus-Level Academic Review¹						
	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

		Dept./School	College	Dean	TRC	ATIAF / Grad	Provost	Common Faculty	Concur VDA A	President
	Full Review									
	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

		Dept./School	College	Dean	ATIAF	Provost	TRC	Common Faculty	Concur VDA A	President
	Change to General Education Requirements for Undergraduates (System)									
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)



02/14/25

Chair Signature

Date



02/14/25

Program Director Signature

Date

College Academic Council(s)



03/07/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



03/10/2025

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 (Subject Code and Number)	SOCW 245
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Stephanie Hamm
B	Course Instructor	Stephanie Hamm/BSSW faculty
C	Course Title	Foundations of Social and Economic Justice
D	Course Abbreviation for Banner if title is more than 30 characters	Foundations of Justice
E	College	CHBS - Health and Behavioral Sciences
F	Department or School	SSW - School of Social Work
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	Lecture (LEC) See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3

M	Grading Mode	Standard
N	Maximum Enrollment	35
O	Catalog Description (50 words or less)	Introduction to human rights and social, racial, economic, and environmental justice, including operational definitions and the ways they are manifested in the U.S. and globally. An understanding of the impact of power on human rights and justice; Avenues for advocating for human rights and justice.
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?	No If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	Yes, every year
T2	Will the course be offered in spring terms?	Yes, every year
T3	Will the course be offered in summer terms?	No

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2025
V	Is this course required for a program(s)?	Yes If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	No If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	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.
 - a. This course will be required for the Human Rights and Justice Minor.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
 - a. This course will meet the new Council on Social Work Education accreditation standards, *Competency #2 Advance Human Rights and Social, Racial, Economic, and Environmental Justice.*

3. Course Design

- A. Audience and Course Goal
 - 1. Describe the intended audience, including prerequisite skills.

- i. The intended audience includes students of all majors seeking our Human Rights and Justice minor and beginning social work majors. For social work majors, this course will be one of three introductory courses that students are required to take as a requirement for formal admission into the social work program.
2. State the overarching course goal(s) in performance terms.
 - i. The overarching goals are for students to begin to grasp the meaning and context of social justice in society.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Understand that every person regardless of position in society has fundamental human rights.	Final Justice case review
2	Know about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.	Global justice project
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.	Final justice case review
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.	Advocacy organization presentation
5	Identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services.	Final justice case review
6	Recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.	Global Justice project
7	Understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.	Final justice case review

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**.

Social Policy and Social Justice: Meeting the Challenges of a Diverse Society (Fourth Edition), Michael Reisch
Cognella Publishing Co ISBN 978-1-7935-2120-0

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

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 8/19/2024

SOCW 245: Foundations of Social And Economic Justice

Dr. Stephanie Hamm
BSSW Program Director
Stephanie.hamm@acu.edu
108B Hardin Admin Building/325.674.2072
Office Hours: Please email to schedule

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.

Equity Statement

Diversity and inclusion are strengths that enrich our collective learning by allowing for an environment that engages the unique experiences, perspectives, and contributions of all participants. It is my goal that this course will foster an inclusive, civic community and brave dialogue, as I provide accessible course materials and activities. If you encounter any barriers to your full participation in this course, please feel free to reach out to me, so that timely and effective changes can be made on your behalf.

About the Course

Faith Integration

The teaching of holistic and ethical social work practice is vital for social work education in this faith-based context. In this class, students will integrate justice, spiritual beliefs, and social work values for social work practice. Here, we explore both Biblical and societal ideas of justice and its meaning in our world.

This is a 3-credit course to be offered every semester, to be taken fall and spring semester semester. Time slot, TBA

Prerequisites/corequisites:

There are no prerequisites

Catalog Description:

Introduction to human rights and social, racial, economic, and environmental justice, including operational definitions and the ways they are manifested in the U.S. and globally. An understanding of the impact of power on human rights and justice; Avenues for advocating for human rights and justice.

Intended audience:

The intended audience includes students of all majors seeking our Human Rights and Justice minor and beginning social work majors. For social work majors, this course will be one of three introductory courses that students are required to take as a requirement for formal admission into the social work program.

Student Learning Outcomes (SLOs)

The primary outcome is based on a social work education Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice With the following SLOs:

Primary Program Learning Outcome(s) (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Understand that every person regardless of position in society has fundamental human rights.	Final Justice case review
	Are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.	Global justice project

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.	Final justice case review
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.	Advocacy organization presentation
Identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services.	Final justice case review
Recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.	Global Justice project
Understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.	Final justice case review

Teaching and Learning Methods

This is a traditional lecture course that will incorporate experiential/active learning methods such as media, role play, and guest speakers.

Course Expectations

- Complete all required reading assignments, including handouts presented during class sessions. Demonstrate knowledge of course material through participation in class discussions & exercises. Attend classes regularly. ***Students are expected to demonstrate professional social work behavior and to adhere to the N.A.S.W. Code of Ethics. Evaluation of this course requirement will consider the student's quantity and quality of helpful participation and engagement in the course.***

- Social Work is a profession. Professionalism is reflected in the completion of work in a timely manner and punctuality. **Late work is not accepted, without a grade reduction.** Regular class attendance is expected. Per ACU, absences exceeding 20% of the course will result in a failing grade. If you are absent, please consult with Canvas and your classmates. *If you find you are falling behind or experiencing a personal challenge that impacts your work, please consult with me.* Additionally, there will be some required activity outside of normal class times in order to enhance learning. In such cases, those times will replace regularly scheduled class times.
- Please be respectful of your colleagues, guest speakers, and instructor. Therefore, the use of mobile devices, while encouraged *for classroom activities*, **should be used with discretion.** *Whispering and other side conversations can be very distracting to those around you.* Additionally, please exercise a high standard of respect for guest speakers. Refrain from using any devices unless for the purpose of note-taking or requested by the speaker (to speakers not familiar with higher education, an open device can communicate disinterest). Use of devices will be assessed for professional participation.
- To demonstrate equity, there will be no extra credit opportunities unless it benefits the entire class.

Required Texts (working)

Social Policy and Social Justice: Meeting the Challenges of a Diverse Society (Fourth Edition), Michael Reisch

Cognella Publishing Co ISBN 978-1-7935-2120-0

Outline of Course Topics

This course is based on and will cover the following:

- Civil, political, economic, social, and cultural human rights
- Global injustices
- Historical oppression and racism
- Distribution of power and privilege
- Social, racial, economic, and environmental justice
- Advocacy
- Engagement in strategies to eliminate oppression and distribute equity

Assignments

Participation. Due to the nature of this course, each student is responsible for contributing to class discussion. Students should also contribute current material from the media, books, workshops, and other resources. Class participation includes (yet not limited to) being prepared to discuss readings and assignments, sharing your opinions on the topic at hand, and engaging guest speakers.

Homework/Classwork. Most weeks the student will have something to complete outside of class. This can be anything from reading, to writing, to completing a task. All assignments will be posted on Canvas. On weeks that you have an assigned reading, you may have an in-class quiz. Descriptions and due dates for the weekly assignments will be posted to Canvas no later than the week before they are due.

Global justice project. The purpose of this assignment is to expose students to the challenges and issues of justice on a global scale, expanding students' worldviews. In the assignment, students will do a comparative analysis of a justice issue between the U.S. and another country/culture.

Advocacy organization presentation. The purpose of this presentation is to familiarize students with the political efforts and advocacy work currently being conducted to end oppression or improve the quality of life of oppressed groups in the U.S.

Final Justice case review. The purpose of this assignment is to allow students the opportunity to better understand certain types of justice and the ways it is applied in society. Students will complete a final case review in which students will utilize a social or economic justice case study and analyze it according to a chosen model.

Grading Criteria

At the close of the respective semester, the student will be awarded a grade consistent with the work completed in the course. The final course grade is based on the following:

Assignment/Group	%age of course grade
Participation	15
Homework/Classwork	15
Global justice project	20
Advocacy organization presentation	20
Final Justice case review	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

Working Course Outline *(The instructor reserves the right to readjust the schedule as opportunities arise)*

Week	Content	Due
1	Course introduction	
2	Civil, political, economic, social, and cultural human rights	
3		
4	Global injustices	

5		
6	Historical oppression and racism	
7		Global justice project
8	Distribution of power and privilege	
9		
10	Social, racial, economic, and environmental justice	
11		
12	Advocacy	
13		Advocacy organization presentation
14	Engagement in strategies to eliminate oppression and distribute equity	
15		Final Justice case review

Appendix A: Global justice project

The purpose of this assignment is to expose students to the challenges and issues of justice on a global scale, expanding students' worldviews. In the assignment, students will do a comparative analysis of a justice issue between the U.S. and another country/culture. This paper should be well-written, using APA style of writing. Include at least three refereed publications. This paper is 20% of the overall course grade. Use the following outline:

- Area of Justice
 - Identify the type of justice of focus
 - Define the type of justice
 - Justify this area of justice by its relevance to the country/ geographic area
- Geographical Area/Country
 - Identify the country/ geographic area
 - Discuss the area in terms of society, economics, type of government, cultural norms, etc.
 - Justify attention to this area
 - Discuss the connection between the area of justice and this country/geographic area—why is it relevant here?
- Comparison
 - Describe the area of justice as it is understood and experienced in the US
 - Describe the area of justice as it is understood and experienced in the comparative country/geographic area, including relevant context that serve to explain
 - Discuss key takeaways, including any implications for the US and justice practitioners

	100-90 (A)	89-80 (B)	79- 70 (C)	69 and below (F)	Score
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All parts present and well-articulated, including reference page.	exemplary competency and production	above average competency and production	average competency and production	fails to demonstrate adequate competency and production	/100
Excellent demonstration of knowledge about the global intersecting and ongoing injustices.					/100
Excellent demonstration of the understanding of the historical, social, racial, cultural, economic, organizational, and environmental, influences that affect social policy.					/100
Excellent demonstration of the understanding of the historical, social, racial, cultural, economic, organizational, and environmental, influences that affect social policy.					/100
Excellently produced with no APA or grammar errors.					
Mean Score & grade					/100

Appendix B: Advocacy organization presentation.

The purpose of this presentation is to familiarize students with the political efforts and advocacy work currently being conducted to end oppression or improve the quality of life of oppressed groups in the U.S. This infographic should be an original creation and well done (not a duplicate of what is on the organization's website). Include at least three reputable resources (refereed, .org, .edu, or .gov). This presentation is 20% of the overall course grade. Please include:

- Advocacy Organization
 - Identify and describe the organization
 - Discuss its goals and main areas of focus
- Area/Type of Injustice
 - Discuss the type(s) of justice this organization is addressing

- Include statistics and facts about the population
- Discuss the specific things this organization is doing to address these areas of injustice
- Engagement in Advocacy
 - List and describe what we can do to help the organization or advocate for the identified population
 - Engage in advocacy. Be creative and relevant. Include a photo demonstrating your advocacy

	100-90 (A)	89-80 (B)	79- 70 (C)	69 and below (F)	Score
All parts present and well-articulated, including reference page.	exemplary competency and production	above average competency and production	average competency and production	fails to demonstrate adequate competency and production	/100
Level of advocacy and engagement in strategies to eliminate oppressive structural barriers					/100
Demonstrated understanding of societal and historical roots of injustices and the forms and mechanisms of oppression and discrimination					/100
Excellent produced with no APA or grammar errors.					
Mean Score & grade					/100

Appendix C: Final Justice case review.

The purpose of this assignment is to allow students the opportunity to better understand certain types of justice and the ways it is applied in society. Students will complete a final case review in which students will utilize a social or economic justice case study and analyze it according to a model of distributive justice. This paper is 30% of the overall course grade.

	100-90 (A)	89-80 (B)	79- 70 (C)	69 and below (F)	Score
All parts present and well-articulated, including reference page.	exemplary competency and production	above average competency and production	average competency and production	fails to demonstrate adequate competency and production	/100
Demonstrated understanding of every person's fundamental human rights.					/100
Critical evaluation of the distribution of power and privilege to promote justice by reducing inequities and ensuring dignity and respect for all.					/100
Excellent produced with no APA or grammar errors.					/100
Identification of social policy at the local, state, federal, or global level that affects well-being, human rights and justice, service delivery, and access to social services.					/100
Demonstrated understanding of the societal and historical roots of injustices and the forms and mechanisms of oppression and discrimination					/100
Mean Score & grade					/100

Land Acknowledgement Statement

The ACU School of Social Work acknowledges that we are gathered on the unceded land of the Jumanos and Nʉmənʉʉ (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

<https://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.

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.



February 11, 2025

Stephanie J. Hamm, Ph.D.
Associate Professor
Department of Social Work
108B Hardin Admin Building
325.674.2072
Stephanie.hamm@acu.edu

Re: Foundations of Social and Economic Justice (SOCW 245)

Dear Dr. Hamm,

Thank you for submitting Foundations of Social and Economic Justice (SOCW 245) 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 council members, 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 help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to be "S. Hamm", written over a horizontal line.

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: February 14, 2025
TO: Dr. Stephanie Hamm
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for SOCW 245 – Foundations of Social and Economic Justice

After reviewing the course application and syllabus, the library is able to provide adequate support for the course. Please contact Melinda Isbell, Librarian Liaison, if additional library resources are needed for the course. Thank you for allowing us to review the course syllabus.