

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 491: Integrative Seminar **or Degree Plan(s):**

We propose that we reopen this course with changes. We need to revise our capstone course to be more in line with the university's capstone requirements. The former course of this number and name has not been taught since 2010 because another course took its place (SOCW 416), but that course is being discontinued (following teach-out) to better meet the needs of BSSW graduate skill level in the field.

This proposed course will be one credit hour and offered concurrently with SOCW 481 Social Work Practicum II. This course will utilize content from other courses already required and will not include new content.

Since the course has been closed for several years, we were unable to locate any historical documents with the original information. The course name, catalog description, and SLOs will be changed to meet university requirements. We propose this course be one credit to fit efficiently with total curriculum hours. See proposed catalog entries:

Proposed Capstone Course catalog entry & SLOs:

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Terms Offered: Spring

Practitioners must integrate an eclectic set of skills to serve client systems holistically. This course combines values, knowledge, skills, and cognitive and affective processes from primary content areas of education and practice (Practice, Research, Policy, and Human Behavior) to illustrate the integrative nature of generalist practice. Corequisite: SOCW 481.

Proposed SLOs:

Primary Program Learning Outcome(s) <i>(Competency)</i>	Student Learning Outcomes <i>(Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Competency #9: Evaluate Practice with Individuals,	Reinforce <i>habits of mind</i> that foster integrative thinking between the liberal arts core curriculum and their major field of study.	final integrative paper

Families, Groups, Organizations, and Communities	Demonstrate <i>through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.</i>	final integrative paper
	Demonstrate <i>their ability to think critically, globally, and missionally about their discipline.</i>	vocation assignment
	Understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	Final integrative paper
	Recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.	vocation assignment or e-portfolio
	Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion.	Final integrative paper
	Use, access, critically appraise, and synthesize research to inform practice decision-making and dissemination.	Final integrative paper
	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 integrative paper
	Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement, assessment, intervention, and evaluation.	Final integrative paper
	Recognize the implications of the larger practice context in the assessment process.	Final integrative paper
	Evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.	Final integrative paper

See also attached capstone application.

Application for Capstone Course for Existing Course

Course Subject and Number SOCW 491

Course Name Integrative Seminar

Contact Person Stephanie Hamm, PhD, MSW

For Capstone courses:
Explain how your course or courses will meet the learning outcomes:

- ◆ **Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.**
The E-Portfolio will include reflection of the student's curricular artifact and its relation to their overall liberal arts education. For example, reflection on their Policy Analysis will include the ways the analysis was impacted by their ability to complete research and their world view.
- ◆ **Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.**
The student's Final Integrative Paper will require that they look at the issue from all content areas of social work, including research and policy, and at every relevant level (micro, mezzo, macro).
- ◆ **Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.**
Reflection on vocation assignment will cause students to examine their place in the field of social work and where they are likely to end up given their skills and interests, in light of their faith journey.

Explain how your course or courses will meet the required assignments:

- ◆ **Research assignment**
This paper will utilize the student's field practicum as a case study. The student will use an issue/issue/challenge and examine it from the primary content areas of generalist social work education and practice, engaging micro and macro theory, research, policy, and practice to illustrate a holistic look at the issue from engagement to evaluation.
- ◆ **Faith and vocation assignment**
This product will examine the student's trajectory as informed by a faith-based vocational perspective. The student will consider social work core values, the student's strengths, and preferred area(s) of practice, integrating faith and ethical use of spirituality.
- ◆ **Comprehensive skills and accomplishments inventory**
The student will utilize a platform such as Canvas' ePortfolio, to create a repository of student work that demonstrates the student's grasp of the nine core competencies of social work education. The e-portfolio will also include the student's resume and critical reflection on each competency.

Attachments:

- Attach a course syllabus
- ◆ If necessary, attach additional explanatory material that might be helpful to faculty reviewing this course for capstone and writing intensive status, such as assignments or grading rubrics.

		Dean / School	College	Dean	TRC	ATIAC / Grad	Provost
	Campus-Level Academic Review ¹						

	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	AAAC/Grad	Provost	Faculty	Senior VPA	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 ²³	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	AAAC	Provost	TRC	University Faculty	Senior VPA	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

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.

Date _____

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

Course ID (<i>Subject Code and Number</i>)	SOCW 491
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Stephanie Hamm
B	Course Instructor	SSW faculty
C	Course Title	Integrative Seminar
D	Course Abbreviation for Banner if title is more than 30 characters	
E		CHBS - Health and Behavioral Sciences
F		SSW - School of Social Work
G		1
G1		1
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	1

K		Seminar (SEM) See Schedule Type definitions in the Reference section.
L		3
M		Standard
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	Practitioners must integrate an eclectic set of skills to serve client systems holistically. This course combines values, knowledge, skills, and cognitive and affective processes from primary content areas of education and practice (Practice, Research, Policy, and Human Behavior) to illustrate the integrative nature of generalist practice. Corequisite: SOCW 481.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	
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)	Corequisite: SOCW 481.
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	No
T2	Will the course be offered in spring terms?	Yes, every year

T3	Will the course be offered in summer terms?	No
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	No If yes, attach a completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	No If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

2. Curriculum

A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This proposed course will be one credit hour and offered concurrently with SOCW 482 Social Work Practicum II. In this course, students will use their practicum to complete work required for this course. It will tie all areas of generalist practice together. This course will utilize content from other courses already required and will not include new content.

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

We propose that we reopen this course. This is a revision of the capstone course to be more in line with the university's capstone requirements. The former course of this number and name has not been taught since 2010 because another course took its place (SOCW 416), but that course is being discontinued (following teach-out) to better meet the needs of BSSW graduate skill level in the field.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for undergraduate seniors in their last semester.

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

The primary outcome is based on a social work education *Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*. With the following SLOs:

B. Student Learning Outcomes and Measurements

Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Reinforce <i>habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.</i>	final integrative paper
Demonstrate <i>through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.</i>	final integrative paper
Demonstrate <i>their ability to think critically, globally, and missionally about their discipline.</i>	vocation assignment
Understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	Final integrative paper
Recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.	vocation assignment or e-portfolio
Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion.	Final integrative paper
Use, access, critically appraise, and synthesize research to inform practice decision-making and dissemination.	Final integrative paper
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 integrative paper
Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement, assessment, intervention, and evaluation.	Final integrative paper

Recognize the implications of the larger practice context in the assessment process.	Final integrative paper
Evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.	Final integrative paper

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.

This course will not require a text. Supporting resources will be provided by the teacher using the course's LMS.

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

SOCW 491: Integrative Seminar

About the Instructor

Stephanie Hamm, MSW, PhD
108B Hardin Admin Building
325.674.2072

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

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

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

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

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

SSW Spiritual/Faith Statement

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

About the Course

This is a 1-credit course to be offered online every spring semester, to be taken concurrently with SOCW 481: Practicum II. This course will be accessible through Canvas (acu.edu/canvas).

Catalog Description:

Practitioners must integrate an eclectic set of skills to serve client systems holistically. This course combines values, knowledge, skills, and cognitive and affective processes from primary content areas of education and practice (Practice, Research, Policy, and Human Behavior) to illustrate the integrative nature of generalist practice. Corequisite: SOCW 481.

Intended audience:

This course is intended for undergraduate seniors in their last semester.

Teaching and Learning Methods

This is an online course utilizing Canvas as the primary platform. A requirement of the course is 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.
- This is an upper-level course, and late work is not acceptable. 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

Final Integrative Paper (See Appendix A): *A required paper with a minimum length of 2000 words (approximately seven pages). This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of five appropriate sources that support their research.* This paper will utilize the student's field practicum as a case study. The student will use an issue/case/challenge and examine it from the primary content areas of generalist social work education and practice, engaging micro and macro theory, research, policy, and practice to illustrate a holistic look at the issue from engagement to evaluation. Completion is 40% of the course grade.

Vocation Assignment (See Appendix B): *An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the student's degree plan or major.* This paper will examine the student's trajectory as informed by a faith-based vocational perspective. The student will consider social work core values, the student's strengths, and preferred area(s) of practice, integrating faith and ethical use of spirituality. Completion is 20% of the course grade.

E-Portfolio (See Appendix C): *A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.* The student will utilize a platform such as Canvas' ePortfolio, to create a repository of student work that demonstrates the student's grasp of the nine core competencies of social work education. The e-portfolio will also include the student's resume and critical reflection on each competency. Completion is 40% of the course grade.

Grading Criteria

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

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

Student Learning Outcomes (SLOs)

The primary outcome is based on a social work education *Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*. With the following SLOs:

Student Learning Outcomes <i>(Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.*	<i>final integrative paper</i>
Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.*	<i>final integrative paper</i>
Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.*	Tbd: vocation assignment
Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. 1.3	Final integrative paper
Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. 1.9	Tbd: vocation assignment or e-portfolio
Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. 3.3	Final integrative paper
Use, access, critically appraise, and synthesize research to inform practice decision-making and dissemination. 4.2, 5, 8	Final integrative paper
Social workers 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. 5.1	Final integrative paper
Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement, assessment, intervention, and evaluation. 6.3, 7.2, 8.2, 9.4	Final integrative paper
Social workers recognize the implications of the larger practice context in the assessment process. 7.4	Final integrative paper
Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. 9.2	Final integrative paper

*Required by the *Core Curriculum Implementation Team (CCIT) Recommendation for the Senior-Year Integrative Capstone* Approved by UGEC 11.14.2012 – Approved by UUAC

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.	Vocation Assignment	Close of week 6
	E-Portfolio	Close of week 10
	Final Integrative Paper	Close of week 14
Required Zoom or f2f meeting	Course Wrap-up	By close of week 15

Appendix A

School of Social Work (SSW) Syllabi Statements and Policies

Land Acknowledgement Statement

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

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.

M E M O R A N D U M

DATE: February 26, 2025
TO: Dr. Stephanie Hamm
FROM: Mark McCallon, Library Assistant Director
RE: Course Application for SOCW 491 – Integrative Seminar

After reviewing the course application, the library is able to support the proposed course. Please let Melinda Isbell, Librarian Liaison, know if additional resources are needed to support the course. Thank you for letting the library review the course application.



Adams
Center

February 27, 2025

Dr. Stephanie Hamm
Professor
Director, School of Social Work
School of Health & Human Services
Hardin Administration Building (ADM) 108B
(325) 674-2072
stephanie.hamm@acu.edu

Re: Integrative Seminar (SOCW 491)

Dear Dr. Hamm,

Thank you for submitting Integrative Seminar (SOCW 491) 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', followed by a long horizontal line.

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