

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 456

or Degree Plan(s):

Rationale: This course has been taught as a special topics course with great success. Because we will be teaching this course in WAM/other experiential international courses, we want to make it a new course in the catalog and offer it on a regular basis.

	Campus-Level Academic Review ¹	D e p t . / S c h o o l	C o l l e g e	D e a n	T E C	A U A C / G r a d	P r o v o s t
	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	De pt. /Sc hool	Col leg e	De an	TE C	AU AC /Gr ad	Pro vos t	Ca mp us Fac ult y	Se nio r VP AA	Pre sid ent
	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

	Change to General Education Requirements for Undergraduates (System)	De pt. /Sch ool	Col leg e	Dea n	AU AC	Pro vos t	UG EC	Uni ver sity Fac ult y	Se ni or VP AA	Pre sid ent
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

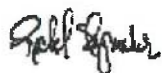
² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

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)



04/23/26

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)



05/01/2026

Chair Signature

Date

Chair Signature

Date

Dean(s)


J. Dirk Nelson (May 2, 2026 08:27:27 CDT)

05/02/2026

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>) SOCW 456	Applied International Social Work
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Stephanie Hamm
B	Course Instructor	Stephane Hamm
C	Course Title	Applied International Social Work
D	Course Abbreviation for Banner if title is more than 30 characters	Applied International SW
E	College	CHBS - Health and Behavioral Sciences
F	Department or School	SSW - School of Social Work
G	Number of Credit Hours	1 - 3
G1	Number of Lecture Contact Hours	1
G2	Number of Lab Contact Hours	2
H	Is the course for a fixed or variable number of credit hours?	Variable If variable, explain rationale: Allowing the flexibility of the course to apply depending on level and length of work, internationally (i.e. semester-long vs two weeks, or high course expectation vs minimal course expectation).
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	Experiential Learning (EL) See Schedule Type definitions in the Reference section.

L	Number of Faculty Workload Hours	3
M	Grading Mode	Standard
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	Examines the diverse social, racial, economic, and political environment of the global world. The course focuses on working with and in an international setting, partnering with those international communities, either abroad or stateside.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	n/a
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)	n/a
R	If the course is cross-listed, specify the subject code and course number of the other course	n/a
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?	No
T3	Will the course be offered in summer terms?	Yes, every year
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Summer 2027
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>	Yes If yes, provide course ID, term, and enrollment: SOCW 440, Summer 1, 2 SOCW 440, Summer 1, 4
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>	n/a

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 course is not required, but an elective that will enhance the student undergraduate experience when taken experientially, either abroad or in the US (with an international focus).

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets. **Students currently take this course as a special topics course when traveling abroad, particularly with WAM. It meets the international social work gap in the curriculum, which is encouraged by CSWE, the secondary accrediting body. Often, students request an international option to prepare for social work practice abroad or with international clients.**

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
 - i. **The audience is undergraduate students interested in international social work, most of whom are likely to be social work majors, but not all. Those in the Human Rights and Justice minor are likely to be included, among others. Prerequisite skills might include a foundational knowledge of social work practice, but is not required.**
2. State the overarching course goal(s) in performance terms.
 - i. **To ethically advance flourishing and equity in a global setting.**

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
C2	Learn about the global intersecting and ongoing injustices throughout history that result in oppression.	City tour presentation Final globalization (WAM) report
C2	Advocate for, and/or engage in strategies to eliminate oppressive structural barriers so that civil, political, economic, social, and cultural human rights are protected.	Service-learning participation
C3	Examine cultural humility and recognize the extent to which a culture's structures and values, may create privilege and power resulting in systemic oppression in another.	Cultural Humility reflections
C6	Know that engagement is an ongoing component of the dynamic and interactive process of social work.	Service-learning participation

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:

Healy, L. M. (2020). *International Social Work: Professional Action in an Interdependent World (3rd Ed)*. Oxford Press. Undergraduate.

This course will also utilize open-access sources and materials available online (blogs, journal articles, etc.). Readings will be posted on Canvas.

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

SOCW 456: Applied International Social Work
Summer 20--

Stephanie Hamm, PhD, MSW
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Office Hours: --
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[organization]
[location]
[date of course]

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.

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

Land Acknowledgement Statement

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

This course is intended for students admitted to the BSSW program. The content builds on, broadens, and deepens the knowledge and skill base from foundational courses in social welfare policy, practice, human behavior, and social work practice by integrating and applying this knowledge internationally.

Student Learning Outcomes and Measurements: To ethically advance flourishing and equity in a global setting.

	Student Learning Outcome	Measurement
C2	Learn about the global intersecting and ongoing injustices throughout history that result in oppression.	City tour presentation Final globalization (WAM) report

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.

C2	Advocate for, and/or engage in strategies to eliminate oppressive structural barriers so that civil, political, economic, social, and cultural human rights are protected.	Service-learning participation
C3	Examine cultural humility and recognize the extent to which a culture's structures and values, may create privilege and power resulting in systemic oppression in another.	Cultural Humility reflections
C6	Know that engagement is an ongoing component of the dynamic and interactive process of social work.	Service-learning participation

Catalog Description

Examines the diverse social, racial, economic, and political environment of the global world. The course focuses on working with and in an international setting, partnering with those international communities, either abroad or stateside.

Synopsis

The overarching objective of this course is to equip students to apply strategies of advocacy that advance the cause of social justice through their own work and that of the larger social work profession and humanitarian organizations concerned about global justice for the poor, oppressed, and vulnerable.

Competencies.

The Council on Social Work Education (CSWE) dictates that graduates from accredited BSW/BSSW programs demonstrate competency in nine core areas. This course will cover many of these 2022 EPAS competencies through class discussion, readings, and experiential learning, with particular attention to those in italics. The Nine Social Work Competencies are:

- *Competency 1: Demonstrate Ethical and Professional Behavior*
- *Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice*
- *Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice*
- *Competency 4: Engage in Practice-Informed Research and Research-Informed Practice*
- Competency 5: Engage in Policy Practice
- *Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*
- *Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*
- *Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Teaching and Learning Methods

This class will not be a lecture-based course. Research demonstrates that adult learners learn best when they are actively and cooperatively involved in their learning. Due to the unique nature of this course and the context of international study, instruction style will be varied, flexible, and dynamic. Students will be required to engage in active learning while traveling, in class, etc. The use of service learning will be a key component for this course. Tours, travel, group discussion/activities, films, class projects, guest speakers, panels, problem-based learning, and mobile learning may be utilized.

Texts, Readings and Supplements

The following text may be required for the course:

Healy, L. M. (2020). *International Social Work: Professional Action in an Interdependent World (3rd Ed)*. Oxford Press.

This course will also utilize open-access sources and materials available online (blogs, journal articles, etc.). Readings will be posted on Canvas.

Statement Concerning Christian Perspective

Students will examine the relationship between Spiritual beliefs, especially Christian beliefs and values, and social work practice. The resolution of ethical dilemmas when conflicts arise is explored.

Course Expectations

Professional Expectations: Social work is a profession. Professionalism is reflected in the completion of work promptly and punctuality to class. Furthermore, respect for the instructor and classmates is always expected at all times. You are expected to cultivate these attributes throughout this course. This is especially true in the context of the class taking place in a different country. Be aware of cultural differences and practice cultural humility.

Attendance: Regular attendance is required, wherever we are expected to meet. Due to the brief nature of this class, it is expected that students attend every meeting. There are parts of this class (i.e., travel) that cannot be missed or made up. Students missing more than 5% of the class time may have their final grade reduced by 10%. Missing more than 15% or missing a scheduled service-learning day or travel day may result in you being dropped from the course with a grade of "F." There is no distinction between excused and unexcused absences in this course. **THIS INCLUDES MISSING ANY SIGNIFICANT PORTION OF ONE CLASS PERIOD.** If there are extenuating circumstances, please notify the instructor as soon as possible to discuss options for attending.

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.

Written Work: Written assignments must meet acceptable college writing standards. **It is expected that all outside written assignments will be submitted via Canvas** unless an exception is given in advance. All written assignments must be written APA style. Good writing is essential for doing well in this course.

Late Work: Assignments turned in after the specified time will have an immediate grade reduction. Quizzes and homework are due at the times noted and will not be accepted late.

Canvas: Canvas will be used to organize your assignments, turn in assignments, syllabus, readings, course activities, and gradebook.

Assignments and Grading Criteria

Cultural Humility reflections (10%)

Students will engage with course materials that discuss cultural humility and write three one-page praxis reflections on experiences around cultural humility as it applies to academic missions in Brazil.

Itu city tour presentation (20%)

Students will be responsible for presenting a brief, but knowledgeable account of a key aspect of Brazilian culture by choosing a landmark or piece of Brazilian history and researching the event or landmark. Findings will be presented during class meetings.

Service-learning participation (50%)

Students are expected to participate professionally in *all* aspects of service learning, have a good attitude, interact appropriately with all constituents, and engage fully in the experience. This includes all pre-work, pre-work artifacts, meetings, and training sessions.

Final globalization WAM report (20%)

Students will submit a final report sharing their new insights and knowledge about international social work practice in Brazil.

Each assignment will be assigned a grade on a 100-point scale. The grading scale is as follows:
90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 or less = F

Course Schedule

The course takes place in three weeks in Itu, Brazil. The course schedule will depend on the work being done in Itu and the expectations for our participation. Expect to interact with the CL team, the residents, the Caf  la, the farm, etc. Activities will be scheduled in consultation with Itu colleagues.

SSW POLICIES

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, which 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

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. There are also off-campus options available (not paid by ACU). If you'd like more information about those options, feel free to ask a faculty member or the MSSW advisor.

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.

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 E-Mail 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 e-mail 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](#).

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.

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

Office Dictation

M O R A N D U M

DATE: April 22, 2026
TO: Dr. Stephanie Hamm
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for SOCW 4XX – Applied International Social Work

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 application and syllabus.



Adams
Center

March 20, 2026

Dr. Stephanie Hamm
Professor and BSSW Program Director
School of Social Work
stephanie.hamm@acu.edu

Re: Applied International Social Work (SOCW 456)

Dear Dr. Hamm,

Thank you for submitting Applied International Social Work (SOCW 456) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found that the syllabus meets 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 that reads 'Amy Boone'.

Amy Boone,
Adams Center