

Dallas Approval Chart for Curriculum Changes

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

Course Number: MFTO 617 Internship Capstone Continuation **or Degree Plan(s):**

		A	I	R	O
	Campus-Level Academic Review				
	Change to a Course Include signatures from all program directors/chairs for cross-listed courses. ¹				
1.	Title (description unchanged)	A	A	I	I
2.	Description (not affecting content)	A	A	I	I
3.	Course term(s)	A	A	I	I
4.	Content (change of course outcomes)	A	A	I	A
5.	Number of credit hours	A	A	A	A
6.	Course number within the hundred	A	A	I	I
7.	Course number beyond the hundred	A	A	A	A
8.	Prerequisites	A	A	A	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A
11.	Cross list course	A	A	A	A
12.	Program/department of record	A	A	A	A
13.	Open or close a course	A	A	A	A
	Change to a Degree Plan				
14.	Educational Program — Revise	A	A	A	A
15.	Educational Program — Adopt or change admission requirements	A	A	A	A
16.	GPA — Revise program or cumulative requirement	A	A	A	A
17.	Minor — Revise	A	A	A	A

	Full Review	U	P	I	VP	S
	Change to Catalog Information (for Campus)					
18.	General requirements for Bachelor's and Associate Degrees	-	-	A	A	I
19.	Policies governing academic probation and suspension	-	-	A	A	I
20.	Requirements for graduating with honors	-	-	A	A	I
	Change to a Degree Plan					
21.	Educational Program — Add or Discontinue ²	A	A	A	A	I
22.	Educational Program — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	I
24.	Minor — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	I
26.	Degree — Discontinue (proposed by Senior VPAA)	R	R	A	A	I

	Change to General Education Requirements for Undergraduates (System)	U	P	I	VP	S	VP	S
27.	Change course outcomes of an included course	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	A	-	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	-	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	A	A	A	I

Notes

¹ 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).

² 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.

³ When a program faculty or dean proposes closing a program, approval routing follows the typical process beginning with the program. A proposal by campus academic administration or senior vice president for academic affairs would follow the "proposed by the Senior VPAA" routing on the chart.

Updated 8/1/2023

Program Director/Department Chair

Sara Salkil
Sara Salkil (May 20, 2024 17:02 EDT)

May 20, 2024

Program Director Signature

Date

Program Director/Department Chair Signature

Date

Dean(s)

Dr. Don La

May 21, 2024

Signature

Date

Signature

Date

Campus Academic Council

Chair's Signature

Date

University General Education Council

Chair's signature

Date

University Faculty

Dallas Faculty Council Chair's signature

Date

Abilene Faculty Senate Chair's signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Dallas New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	MFTO 617
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Sara Salkil
B	Course Instructor	Core and non-core faculty in MFTO
C	Course Title	Internship Capstone Continuation
D	Course Abbreviation for Banner if title is more than 30 characters	Internship Capstone Cont.
E		CGPS - College of Graduate and Professional Studies
F		SHHS - School of Health & Human Services
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?	Yes
J	Maximum total number of credit hours a student can earn for this course	2
K		<u>Experiential Learning (EL)</u> See Schedule Type definitions in the Reference section.

L		1 <i>Use same number as response to 1G unless under lead/facilitator model.</i>
M		<u>Credit/No Credit (Undergraduate Only)</u>
N	Maximum Enrollment	N/A
O	Catalog Description (50 words or less)	The course allows a student to complete the Capstone Theory of Change Paper and/or Clinical Presentation requirements.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	MFTO 607
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?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>
T3	Will the course be offered in summer terms?	<u>Yes, every year</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 1, 2024

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

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 a required course in any MFTO degree plan. The course will allow students to receive mentoring and support as they complete resubmissions for the Capstone Theory of Change paper and/or the Clinical Presentation.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets. This course enables students to have access to their faculty for support as they complete outstanding Capstone submissions.

3. Course Design

- A. Audience and Course Goal

- Describe the intended audience, including prerequisite skills.
The intended audience for the course is MFTO students who have completed MFTO 607 but have not satisfactorily completed one or both parts of the Capstone. The Capstone is a requirement of the degree plan.
- State the overarching course goal(s) in performance terms.

Students will use the course to finalize and submit their outstanding Capstone Theory of Change paper and/or Clinical Presentation.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
	Students will explain how factors of diversity inform systemic treatment. (Maps to PO #1 and SLO #1.2)	Students will score 3 or higher on the Capstone rubric item about contextual factors and diversity.
	Students will describe the treatment plan and interventions consistent with the systemic modality. (Maps to PO #3 and SLO #3.1)	Students will score 3 or higher on the Capstone rubric item about interventions and the treatment plan.
	Students will integrate assessment information and contextual factors within the treatment plan goals. (Maps to PO #3 and SLO #3.3)	Students will score 3 or higher on the Capstone rubric item about hypotheses that inform treatment.

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

There are no texts required in MFTO Internship courses.

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.

3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
4	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.
5	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).
6	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.
7	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.
8	Justification — Attach any documents to which you refer in Section 2B.

MFTO 617: Internship Capstone Continuation

2024 Section MFTO 617 1 Credits 10/14/2019 to 10/14/2020 Modified 04/18/2024

Mission Statements

University Mission Statement

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

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of MFT Online is to graduate clinically competent, ethical, and professionally engaged marriage and family therapists.

This mission is accomplished through equipping MFT students to do the following:

- Provide effective intervention to diverse couples, families, and individuals dealing with a range of relational and mental health issues from a systemic perspective;
- Critically reflect on MFT research, and utilize research findings to inform evidence-based practice;

- Engage in ethical decision-making processes; and
- Cultivate a sense of vocation informed by Christian principles.

Respect for Diversity

The Online Marriage and Family Therapy (MFT) program is committed to creating a learning context that is characterized by the inclusion of multiple groups in the student body and faculty. Further, the faculty and program leadership view matters of diversity as integral to the foundational curriculum and foundational practice component.

The university's mission is to "educate students for Christian service and leadership throughout the world" (<http://www.acu.edu/aboutacu/mission.html>).

The Online MFT program, within this mission, strives to celebrate the gift of diversity by employing faculty and recruiting students with diverse ethnicities, experiences, interests, abilities, and training. Because the program aspires to graduate clinically competent, ethical, and professionally engaged marriage and family therapists, the curriculum and practice component seeks to be enriched by diverse ideas, thoughts and perspectives.

Faculty and staff within ACU, and within the Online MFT program, understand that creating a learning environment that accepts and respects diversity requires intentional practice. Such a learning environment must extend beyond the classroom. A total learning environment in which respect for, and acceptance of, diversity must be cultivated explicitly and implicitly throughout the program. Explicit content on diversity is integrated throughout the curriculum and taught by instructors who model respect for, and appreciation of, diversity. This culminates in a required emphasis in the final Capstone presentation required of each student. Implicitly, the Online MFT program models respect for, and appreciation of, diversity in its policies, procedures, recruiting, daily practices, and attitudes. As a professional MFT training program in the landscape of Christian higher education, appreciating and respecting all humans, regardless of differences, is of utmost importance. The end result are graduates who demonstrate a high level of comfort with diversity in the therapeutic practice.



Integration of Christian Faith

Our calling as people of faith is to be Christ's body for mission and service in the world. As students and educators we are engaged in our vocational formation so that God can shape us into the people we are called to be in the world. As faculty and students in ACU's online marriage and family therapy program, we aspire to serve our clients faithfully by learning the science of marriage and family therapy and applying it skillfully and ethically. The course of study in the program requires a commitment to the Christian principles of honesty, integrity, and hospitality.



Course Description

The course allows a student to complete the Capstone Theory of Change Paper and/or Clinical Presentation requirements.

Program and Student Learning Outcomes

Course Outcomes	Measurement
Students will explain how factors of diversity inform systemic treatment. (Maps to PO #1 and SLO #1.2)	Students will score 3 or higher on the Capstone rubric item about contextual factors and diversity.
Students will describe the treatment plan and interventions consistent with the systemic modality. (Maps to PO #3 and SLO #3.1)	Students will score 3 or higher on the Capstone rubric item about interventions and the treatment plan.
Students will integrate assessment information and contextual factors within the treatment plan goals. (Maps to PO #3 and SLO #3.3)	Students will score 3 or higher on the Capstone rubric item about hypotheses that inform treatment.

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner and you should cite from the weekly readings to support your assertions. The length of your post should be 300 words unless otherwise specified in the course. Your initial post will be due on Wednesday by 11:59pm CST. No credit will be awarded for late posts. You are also expected to respond to at least 1 of your classmates' postings for each discussion question. You have the rest of the module week to offer your response to others' posts.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. For administrative purposes, a zero will be placed in the gradebook for work not submitted on time. If an assignment is submitted after the zero is given or if an arrangement for late submission has been made with the instructor, the noted penalty percentage will be used to re-assess the assignment (removing the zero). Extensions are allowed at the discretion of the instructor and/or Program Director. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html) (<https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html>), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Academic Integrity Violation Process for Discussions Boards

In cases where a student posts an initial blank post and then proceeds to post a second time to the discussion with their answer to the discussion prompt, the following discipline processes will be followed:

1st Violation of Blank Post in a Course - "0" on discussion portion (not reply portion) and the instructor will issue a written warning that the second violation will be considered an Academic Integrity violation.

2nd Violation of Blank Post in Same Course - "0" on discussion portion and the student will be reported to the Dean's Office as having conducted an Academic Integrity Violation. See the syllabus for information about the Academic Integrity Violation process and possible consequences.

ACU Writing Expectation and Writing Support

Abilene Christian University has high expectations for the quality of student writing, especially in graduate-level programs. For this reason, a percentage of the points of every assignment is dedicated to meeting writing standards and APA guidelines. Although not explicitly spelled out in every assignment rubric, students are expected to meet the writing requirements outlined in the MFTO Writing Expectations link on each course home page. If student writing does not meet the expectations in this writing standards rubric, instructors reserve the right to return the assignment ungraded for revision or to deduct more points than allotted in an assignment rubric. An instructor may award zero points to an assignment if the writing is at the unacceptable level described in the MFTO Writing Expectations.

The Publication Manual of the American Psychological Association, 7th Edition, which is a required text in all courses in the program.

All assignments may or may not be run through TurnItIn plagiarism checker.

Paper Specifications

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](https://cdn01.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html) (<https://cdn01.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html>).

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>).

* ACU Learner Support, Resources, and Services

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgIJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

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 Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu (<mailto:alpha@acu.edu>).

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance> (<http://guides.acu.edu/distance>). Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421> (<http://guides.acu.edu/c.php?g=824708&p=5887421>). For research assistance, you can visit <http://asklibrary.acu.edu> (<http://asklibrary.acu.edu>) and submit your question through the web form or get help via text or chat.

Student Evaluation of Learner Support, Resources, And Services

Students are given an opportunity to evaluate the sufficiency of the resources, services, and support in their course evaluations (administered by the University) and the Graduating Student Survey (administered by the program).

ACU Online Graduate Writing Center

The online Graduate Writing Center offers writing support to ACU Online students through both synchronous and asynchronous appointment formats. Additional services include faculty and student workshops based on specific needs, requests, and suggestions. The center's resource page also contains a variety of video tutorials, links, and books pertaining to various stages of doctoral study. Students can expect to receive feedback within about 24 hours after submitting an assignment to the Graduate Writing Center. Students should consider this time frame relative to the due date of the assignment.

Center website: <https://blogs.acu.edu/graduatewritingcenter>

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. If a student receives a grade of "D" or "F" in a course, this course will not count toward the student's degree and may constitute grounds for probation or suspension. A cumulative 3.0 GPA must be maintained to graduate. Students may not earn lower than a B in an Internship course. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

📅 Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 18, 2024
TO: Dr. Sara Blakeslee-Salkil
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for MFTO 617 – MFT Internship Capstone Continuation

After reviewing the course syllabus, the library is able to support the proposed course. Please contact the Library's Online Learning Librarian, Melissa Atkinson, if additional library resources are needed for the course. Thank you for the opportunity to evaluate the course development template.