

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number _____ or Degree Plan(s) MSSW Admission Requirements
 State the requested change and reason. A memo may be attached if more space is necessary.

"See attached memo"

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G or G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
	Change to a Degree Plan											
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A		A			A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A		A			A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A	--
7.	Major — Add ^{4,5}	A	A	A		A			A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A	--
11.	Minor — Revise course selection	A	A	A		I			I	--	I	--
12.	Minor — Add	A	A	A		A			A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A		A			A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A		A			A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A		A			A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

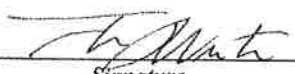
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

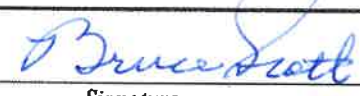
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9/25/14 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	11.4.14 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	11.4.14 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date



October 29, 2014

Bruce Scott, EdD
Associate Dean,
College of Education and Human Services

Re: Resubmission of proposed revisions to MSSW applications

Dear Dr Scott

I want to thank the academic council for their advice and suggestions on proposed revisions to MSSW student application for admission. I am resubmitting the proposal with revised recommendations. This note (and attachment) serves as my formal request for the academic council of the College of Education and Human Services to reconsider two suggested changes for MSSW student applications:

1. That an additional formal graded senior level assignment writing sample (min 5 pages) from the student's undergraduate work be required for all applicants as part of the application (see attached grading rubric); and,
2. That the last 'field practicum assessment' be required for those students who have graduated from a CSWE accredited BSW/BSSW program and are applying for advanced standing status (1 year program).

The need for these changes are a result of the problems we are encountering in evaluating potential admissions with students from other universities and/or majors. We are finding that a personal statement and GPA are really not adequate to reflect what we consider as the true academic ability of the applicant. Our hope is that by including the additional information that we can make more informed decisions about those who are more likely to succeed within our program; thereby, reducing the chances of program dropouts.

Please let me know if you have questions or need additional information or documentation.

Thanks, in advance for your time

Sincerely,

Wayne Paris, PhD
Associate Professor
MSSW Program Director
School of Social Work
Abilene Christian University

Name: _____ Writing for Social Workers Pre-and-Post Writing Rubric (Fall 2014)			
	Grammar/Language/Punctuation	Organization	Clarity/Coherence
5	▪ Precision in word choice ▪ Varied vocabulary ▪ Range of syntax ▪ Range of sentence length ▪ Sentence structures convey meaning very well ▪ Sentences overwhelmingly free of grammar mistakes ▪ Punctuation used correctly throughout response	▪ Addresses the essay prompt successfully ▪ Overall plan is clear ▪ Effective topic sentences ▪ Demonstrates expert selectivity in response (i.e., details and/or examples chosen highlights the writer's position) ▪ Smooth transitions between paragraphs (i.e., each transition serves as a building block to the next paragraph)	▪ Anticipates readers' questions (sense of audience) ▪ Conveys position expertly and clearly ▪ Reader can EASILY follow the argument and points ▪ Demonstrates strong conceptual thinking ▪ Order of sentences within paragraphs are logical ▪ Uses transitional phrases within paragraphs to enhance coherence
4	▪ Often has range of syntax ▪ Often has varied sentence length ▪ Minor grammar issues ▪ Minor punctuation issues (i.e., overuse of commas)	▪ Overall plan is MOSTLY clear ▪ Many effective topic sentences ▪ Smooth transitions between MOST paragraphs ▪ Demonstrates good selectivity in response (i.e., paragraphs are well-developed with most details and/or examples chosen highlight the writer's position)	▪ OFTEN anticipates readers' questions ▪ Conveys position well ▪ Reader can follow the argument and points ▪ Demonstrates conceptual thinking ▪ Order of sentences within paragraphs are often logical ▪ Occasional use of transitions within paragraphs to enhance coherence
3	▪ Adequate vocabulary ▪ Some range of syntax ▪ Some varied sentence length ▪ Some grammatical errors but pattern of error are those easy to spot and correct (i.e., subject/verb agreement; fragments; comma splices) ▪ Punctuation used SOMEWHAT correctly	▪ Overall plan can be SOMEWHAT clear (i.e., strong, coherent paragraph followed by a weak or disorganized paragraph) ▪ The general point ("global") of each paragraph may be stated but not as a topic sentence ▪ May have only ONE lengthy paragraph but details and/or examples still make sense ▪ Paragraphs may present too much information as if the writer is hoping to hit a major point but there is an effort toward becoming selective	▪ Reader may have to infer the significance of details/examples described ▪ Order of sentences within paragraphs are SOMEWHAT logical (i.e., superfluous details may be present) ▪ Conceptual thinking is SOMEWHAT present but there are lapses

Name: _____ Writing for Social Workers Pre-and-Post Writing Rubric (Fall 2014)			
	Grammar/Language/Punctuation	Organization	Clarity/Coherence
2	- Limited vocabulary and/or weak word choice - Syntax is simple or overly complex - Language begins to get vague (i.e., overuse of pronouns, increased generality) - Basic writing issues surface (i.e., their/there; whether/weather; its/it's) and spelling problems emerge - Accumulation of patterns of error (wide range of grammatical problems; non-native like quality of prose) - Frequent errors in punctuation	- Overall plan can be sporadic or confusing to the reader (i.e., paragraphs are short or one lengthy paragraph without a plan) - Paragraphs lack general points - Use of details and/or examples OFTEN NOT clearly connected to position, if there is one	- Position is often unclear or overly repetitive - Order of sentences NOT usually logical (i.e., gaps in reasoning) LITTLE use of transitional phrases within paragraphs which lessens coherence - Conceptual thinking is RARELY present (i.e., writer stays "local" throughout response without returning to a larger "global" point)
1	- Excessively limited vocabulary and/or inaccurate word choice - Grammar and/or syntax IMPEDES meaning throughout the response - Lack of punctuation or excessive errors with punctuation - Conversational prose (i.e., "you"; contractions; clichés)	- Overall plan is missing (i.e., "stream of consciousness" approach) - Lack of paragraphing - Purpose for each paragraph is missing - Details ("local") overwhelm response without connection to a larger point ("global") - General points ("global") overwhelm response without connection to pertinent examples/details ("local")	- Use of details/examples are unclear as to purpose (i.e., reader has to guess as to the writing prompt) - Order of sentences within paragraphs are not clear - Conceptual thinking is NOT demonstrated NO use of transitional phrases within paragraphs