

Approval Chart for Curriculum Changes

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

Course Number _____

or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Proposed CATALOG changes FOR
SOC W AY 2015-2016

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

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

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

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

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COUNCIL'										
	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?	--	--	--		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	2/12/15 Approval date
_____ Signature	_____ Approval date

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

Dean(s)	
_____ Signature	_____ 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

ABILENE CHRISTIAN UNIVERSITY

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February 12, 2015

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

Re: Suggested catalog revisions for AY2015-2016

Dear Dr Scott

Attached you will find the above proposed changes for the MSSW program. The changes consist of one course title change and seven course description revisions. There has not been a significant alteration to content, we are simply updating from our original curriculum descriptions. These changes were necessitated by our reaffirmation process this past year.

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

Proposed catalog changes for MSSW Program AY 2015-2016

SOCW626 Diversity, Power, and Oppression.

Current catalog description: A foundation for the understanding of the nature, character and consequences of being excluded from available opportunities and services. Although institutional racism and sexism are the main thrust, the course also explores the implications of discrimination for the special populations, including ethnic groups, older persons, and the disabled. Prerequisite: SOCW 625

Proposed change: A foundation for the understanding of the nature, character, and consequences of exclusion of marginalized populations. Although institutional racism and sexism are the main thrust, the course also explores the implications of discrimination for other special populations, including ethnic groups, older persons, and the disabled. Prerequisite: SOCW 625

SOCW 741 Globalization and Social Justice

Current catalog description:. Examines the dynamics of economic, cultural and political globalization and the resultant impact on the poor, oppressed and vulnerable of the world. Emphasis on the global social justice movement as a means to promote distributive justice for populations at risk.

Proposed change: This course examines the dynamics of globalization and the resultant impact on the poor, oppressed and vulnerable of the world. The course emphasizes international social work as a means to promote global justice.

SOCW 744: Management and Funding of Nonprofit Organizations.

Current catalog description: Designed to develop a working knowledge of the planning, allocation, and control processes of resources in a social service agency and procedures and techniques of developing and receiving grants and/or contract support and addressing methods of organizational change and community improvement as they relate to social services.

Proposed change: A core curriculum offering for students seeking the master's degree in Social Work, focus is on the commonly accepted functions of management in nonprofit and governmental organizations (planning, organizing, staffing, directing, controlling, communicating and problem-solving). Particular emphasis is placed on governance, fiscal management, accountability, and evaluation of institutional and program effectiveness.

SOCW 745 Current title: Administration and Planning for Nonprofit Organizations

Proposed title: Leading and Managing Change in Nonprofit Organizations

Current catalog description: Will be directed toward the administration and planning process in social service organizations. The course will also help the student to assess service needs of a target population, to evaluate programs and to develop and implement viable alternatives within the agency structure.

Proposed change: Develops knowledge and skills for managing change in a social service agency; prepares students to use selected strategies for organizational change using a problem-solving/decision-making approach to organizational behavior. Attention is given to leadership issues in non-profit management and resource development (grant and contract writing and management).

SOCW 751 Advanced Evidence-Based Practice Interventions I

Current catalog description: The use of evidence-based practices to develop knowledge and skills necessary for working with children and their families. Students will become familiar with evidence-based practices as a general approach to practice, as well as specific evidence-based interventions to use in direct practice. Prerequisites: SOCW 651 and 652. Concurrent enrollment in SOCW 782 required.

Proposed changes: This course emphasizes development of advanced social work practice competencies within the advanced generalist framework. Specific advanced generalist competencies addressed in this course include: ethical reasoning and ethical decision making; using existing practice-related research evidence to facilitate practice decisions; use of a common factors model to engage, assess, and intervene at multiple levels of client systems; and critical self-evaluation of practice-related skills and abilities.

SOCW 752 Advanced Evidence-Based Practice Interventions II

Current catalog description: The use of evidence-based practices to develop knowledge and skills necessary for working with community organizations that work with children and families. Students will identify intervention outcomes that reflect effective macro-level practice. Prerequisite: SOCW 751. Concurrent enrollment in SOCW 782 required.

Proposed changes: This course focuses on social work practice models that are rooted in systems theory, cybernetics, and post-modernism. Students learn theory and application of several models of marital and family therapy applicable to social work client systems of all sizes (e.g., micro, mezzo, macro). This course builds on the social worker's ability to engage, assess, and intervene at multiple levels of client systems. Prerequisite: SOCW 751. Concurrent enrollment in SOCW 782 required.

SOCW 748 Psychopathology in Social Work Practice

Current catalog description: Completion of psychosocial assessments and application of DSM-IV diagnosis to social work intervention and practice. Demonstrating understanding of human behavior theories, social work ethics and values, and identify implications.

Proposed changes: This course is designed to prepare social workers to engage, assess, and intervene within the scope of mental health practice. Through critical examination of the Diagnostic and Statistical Manual of Mental Disorders (5th Ed.; DSM-5), learners develop skills essential for ethical and competent assessment, diagnosis, and intervention.