

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 625 Human Behavior in the Social Environment or Degree Plan(s):

Rationale: The MSSW faculty identified the need to tweak the current course based on new secondary accreditation standards. The course title, student learning outcomes, catalogue description have been updated.

New Course Title: SOCW 625 Essential Theories and Frameworks in Generalist Social Work Practice

Current Catalog Description: An examination of the biopsychosocial factors that shape human experience. Social, cultural and spiritual developments across the life span are emphasized.

New Catalog Description: Students will examine a variety of theories and frameworks that address the biopsychosocial and spiritual dimensions of the individual. Particular attention is given to the diversity of human experience and the impact of social, racial, environmental, and economic forces on individuals, groups, and social systems.

Current Outcomes:

Core Competency	This course will empower students to
Competency 1: Demonstrate Ethical and Professional Behavior	• Be able to list the core values of the NASW Code of Ethics • Understand professional ethical principles and standards as described in the NASW Code of Ethics • Be able to identify laws governing social work practice • Identify and describe personal values • Recognize the influence of personal values in professional social work settings • Understand the role of other professions when engaged in inter-professional teams.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• Implement practice strategies to promote social and economic justice and human rights. • Evaluate interventions for cultural appropriateness • Use assessment and intervention strategies that are inclusive • Use assessment and intervention strategies that are nonjudgmental • Use assessment and intervention strategies that honor the uniqueness of each individual and their cultural and social background
Competency 4: Engage In Practice-informed Research and Research-informed Practice	• Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. • Compare and contrast scientific methods with other sources of knowledge • Describe the use of research • Describe the reasons for using scientific research to inform social work practice • Compare and contrast practice-informed research with purely theoretical research or research that is not related to practice.h
Competency 7: Assess Individuals, Families, Groups,	• Compare and contrast methods used for assessment • Conduct a psychosocial assessment of a person who represents the population you will serve • Write a report summarizing the assessment data obtained

Organizations, and Communities	- Describe the experience of conducting an assessment. - Assess and describe how the larger practice context influences individual behavior - Describe the influences that personal experiences and affective reactions may have on assessment.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	- Critically evaluate theories of human behavior and the social environment - Demonstrate ability to reflect empathy with a simulated client. - Demonstrate ability to use active listening skills with a simulated client.

New Outcomes:

Program Learning Outcomes (Competency)	Student Learning Outcomes (Competency Descriptors)	Dimension (K/V/S/CAP)	Measurement (Assignment)
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D1. Understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.	K/CAP	Presentations/ Theory Analysis Presentation & Theory Analysis Debate
	C3.D3. Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.	K/V/S	Presentations/ Theory Analysis Presentation & Theory Analysis Debate
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	C6.D3. Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.	K/S	Biopsychosocial- Spiritual Assessment
	C6.D5. Use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	V/S	IPE Simulation & Reflection
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	C7.D1. Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice.	K	IPE Simulation & Reflection Biopsychosocial- Spiritual Assessment
	C7.D2. Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and	K/S/CAP	Theory Analysis Debate

	they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.		Biopsychosocial-Spiritual Assessment
	C7.D3. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.	K/S	Biopsychosocial-Spiritual Assessment
	C7.D4. Recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process.	K/S/CAP	IPE Simulation & Reflection
	C7.D5. Self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.	S/CAP	Biopsychosocial-Spiritual Assessment
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	C8.D2. Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.	K/S	Biopsychosocial-Spiritual Assessment
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	C9.D4. Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.	K/S	Biopsychosocial-Spiritual Assessment

	Campus-Level Academic Review ¹	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	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	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	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 ^{2 3}	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)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
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)

	11/11/24
---	----------

Chair Signature	Date
-----------------	------

	11/11/24
---	----------

Chair/Program Director Signature	Date
----------------------------------	------

College Academic Council(s)

	12/02/2024
--	------------

Chair Signature	Date
-----------------	------

Chair Signature	Date
-----------------	------

Dean(s)

	12/03/2024
---	------------

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