

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 681 Foundation Field Practicum I or Degree Plan(s):

Rationale: The MSSW faculty identified the need to tweak the current course based on new secondary accreditation standards. The profession is also moving away from the term “field” when identifying clinical practicum work. The course title, student learning outcomes, catalog description have been updated to reflect content more accurately. Additionally, we reduced the credit hours to decrease the overall number of hours within the degree plan. The current 64-hour degree plan requirement of credit hours is more than competitive schools, which impacts recruitment.

New Course Title: SOCW 681 Generalist Social Work Practicum I

Current Credit Hours: 4

New Credit Hours: 3

Current Corequisite: SOCW 651 Foundations of Evidence -Based Social Work Practice I

New Corequisite: None

New Course Restriction: Acceptance into the Practicum Program and placement application required.

Current Catalog Description: Experience in a social service agency applying generalist knowledge and theory and developing practice skills for a beginning level social work practitioner. Students complete 200 clock hours under the supervision of an agency-based instructor and attend a field seminar class weekly. Course Fee.

New Catalog Description: Students will gain experience in an agency applying generalist knowledge, theory, and practice skills while developing competencies as a beginning level practitioner. Students complete 200 clock hours under the supervision of an agency-based supervisor and actively participate in a course facilitated by a faculty member. Course fee.

Current Outcomes:

To demonstrate that you have mastered the goals of this course you are expected to complete the following objectives or competencies:

1. Use beginning and mid-level critical thinking skills to explain and apply knowledge of generalist social work to micro and mezzo client situations or observations. (EPAS Competency 1: Demonstrate ethical and professional behavior: 1b)
2. Observe and demonstrate the application of professional values in the practice setting and compare and contrast personal values with social work values and ethical standards. (EPAS Competency 1: Demonstrate ethical and professional behavior: 1a, 1b, 1c, 1d, 1f, and 1g.)
3. Identify the application of social work values and ethics in the practice setting. (EPAS Competency 1: Demonstrate ethical and professional behavior: 1a, 1b, 1c, and 1d.)

4. From observations and experience explain and describe the use of the strength perspective and human ecological systems perspective in generalist social work practice. (EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.)
5. Observe and demonstrate appropriate and effective communication skills with diverse client populations, colleagues and cultural communities to gather and synthesize information used as the basis for the problem-solving process. (EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; EPAS Competency 7: Assess Individuals, Families, Groups, Organizations and Communities; EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; EPAS Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.)
6. Identify client strengths, uniqueness and life circumstances of individuals representing the agency's client population and recognize how the community and/or agency's structure, culture, and/or values may cause oppression. (EPAS Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice; EPAS Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice)
7. Evaluate research studies, associate the research findings to the practice setting, and evaluate practice. (EPAS Competency 4: Engage in practice-informed research and research-informed practice.)
8. Observe and discuss how spirituality is incorporated or not in the practice setting and the benefits and obstacles of integrating spirituality in the practice setting. (EPAS Competency 1: Demonstrate ethical and professional behavior: 1c and 1d.)

New Outcomes:

Program Learning Outcomes (Competency)	Student Learning Outcomes (Competency Descriptors)	Dimension (K/V/S/CAP)	Measurement (Assignment)
Competency 1: Demonstrate Ethical and Professional Behavior	C1.D1. Understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.	K/V/S	ALG
	C1.D3. Understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	K/V/S	ALG
	C1.D5. Understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.	K/V/S	ALG
	C1.D9. Recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.	K/V/S	ALG
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	C2.D1. Understand that every person regardless of position in society has fundamental human rights.	S/CAP	ADEI Case Study
	C2.D3. Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.	S/CAP	ADEI Case Study

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D2. Understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.	S/CAP	ADEI Case Study
	C3.D5. Understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.	K/V/S	ADEI Case Study
	C3.D6. Understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.	S/CAP	ADEI Case Study
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	C6.D1. Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.	K/V/S/CAP	Process Recording
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	C7.D5. Are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.	K/V/S/CAP	Process Recording
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	C9.D1. Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities.	K/V/S	Organizational Assessment Paper

	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	Sen ior 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 ^{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)	De pt. /Sch ool	Col leg e	Dea n	AU AC	Pro vos t	UG EC	Uni versity Fac ulty	S en ior 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

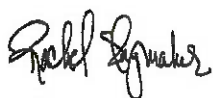
² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

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)



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