

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 702 Integrative Seminar Advanced Standing **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 702 Advanced Standing Seminar

Current Catalog Description: Students will demonstrate their ability to meet generalist competencies and explore the differences between generalist and advanced generalist practice as they transition into the MSSW program. This course also introduces evidence-informed models of advanced-level social work practice with an emphasis on assessment, theory, ethics, and professional identity. For students with Advanced Standing status only.

New Catalog Description: Students will review generalist competencies developed in their undergraduate program with an emphasis on engagement skills, biopsychosocial assessments, evidence-informed interventions, and the evaluation of practice. This course serves as a leveling course preparing students for graduate level expectations and as a bridge from generalist to advanced generalist practice.

Current Outcomes:

Upon successful completion of this course, students will be able to:

- Effectively transition to the SSW advanced MSSW curriculum.
- Utilize an EBP model with diverse client systems. [Competencies 2, 4, 7,9]
- Use EBP as a model for lifelong learning in a growing knowledge of families and communities. [Competencies 1,7,9]
- Apply critical thinking and analytical skills. [Competencies 4,7,9]
- Engage in ethical decision making within the values of the social work profession. [Competencies 1,7]
- Draft a literature review. [Competencies 1, 4]
- Demonstrate ability to locate relevant literature using advanced library database search techniques. [Competencies 4,7]

New Outcomes:

Program Learning Outcomes	Student Learning Outcomes	Measurement (Assignment)
Students explore and address generalist competencies in order to progress into the advanced generalist curriculum.	G1. Integrate evidence-informed assessment frameworks and intervention modalities for culturally and spiritually sensitive practice across individuals, families, groups, organizations, and community settings.	Generalist Intervention Presentation Oral Comprehensive Final
	G2. Complete comprehensive assessments and provide a critical analysis of situations, identify systemic barriers, and formulate creative solutions to reach intervention selection.	ADEI Case Study SMART Goal Setting

	G3. Apply anti-racist and anti-oppression perspectives to analyze policies and apply effective strategies to advanced human rights and social, racial, economic, and environmental justice.	ADEI Case Study
	G4. Have a foundational understanding of ethical practice, apply the NASW Code of Ethics in ethical dilemmas, and seek to strengthen awareness of any distinctions between their personal and professional values through application, particularly in the practicum experience. They recognize and uphold the ethical responsibilities to clients, colleagues, the profession, and society.	Oral Comprehensive Final
	G5. Demonstrate competency in each of the nine (9) generalist competencies as defined by the Council of Social Work Education (CSWE).	Oral Comprehensive Final
		All Assignments

	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

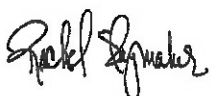
Department/School(s)



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