

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 748 Clinical Assessment and Differential Diagnosis

or Degree Plan(s):

Rationale: This course had significant revisions that went through councils last year. However, we were unable to change the learning outcomes until all courses were aligned with new secondary accreditation standards. Only the student learning outcomes are changing.

Current Outcomes:

This course meets the following educational standards:

Program Learning Outcomes <i>(Competency)</i>	Student Learning Outcomes <i>(Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Comp6 D1 - Advanced generalist social workers engage diverse clients and constituencies through self-reflection of bias, power, and privilege and increase a more authentic and comprehensive connection.	Final Diagnostic Presentation
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Comp 6D2 - Advanced practitioners are intentional about using a range of theories and frameworks to inform the engagement processes and are capable of synthesizing a range of practice modalities to arrive at the most culturally responsive and anti-oppressive practice within encountered systems.	Final Diagnostic Presentation
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Comp 7 D1 - Advanced generalist social workers have the capacity to evaluate and recommend relevant tools and strategies for assessing a variety of client systems with individuals, families, groups, organizations, and communities	Final Diagnostic Presentation
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Comp 7 D3 - Advanced practitioner assessments are informed by person-in-environment theory, human-behavior theory, and strengths-based theory within an interprofessional collaborative process to inform and direct decision-making.	Structured Clinical Interview Assignment
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Comp 2 D5 - Advanced generalists employ participatory and empowerment practices with clients and constituencies to ensure the rights and dignity of the most marginalized and racialized are prioritized.	Final Diagnostic Presentation
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Comp8 D1 - Advanced generalist social workers model effective intervention skills and critically interpret theoretical frameworks that inform interventions with individuals, groups, organizations, and communities.	Structured Clinical Interview Assignment
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Comp 8 D2 - Advanced generalists integrate culturally responsive and anti-oppressive interventions with clients and constituencies and participate in interprofessional collaboration to both achieve client goals and facilitate effective transitions and endings.	Final Diagnostic Presentation

New Outcomes:

Program Learning Outcomes <i>(Adv Competency)</i>	Student Learning Outcomes <i>(Adv Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Adv Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	C2.D5. Employ participatory and empowerment practices with clients and constituencies to ensure the rights and dignity of the most marginalized and racialized are prioritized.	Final Diagnostic Presentation
Adv Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	C6.D1. Engage diverse clients and constituencies through self-reflection of bias, power, and privilege and increase a more authentic and comprehensive connection.	Final Diagnostic Presentation
	C6.D2. Intentional about using a range of theories and frameworks to inform the engagement processes and are capable of synthesizing a range of practice modalities to arrive at the most culturally responsive and anti-oppressive practice within encountered systems.	Final Diagnostic Presentation
Adv Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	C7.D1. Have the capacity to evaluate and recommend relevant tools and strategies for assessing a variety of client systems with individuals, families, groups, organizations, and communities	Final Diagnostic Presentation
	C7.D3. Are informed by person-in-environment theory, human-behavior theory, and strengths-based theory within an interprofessional collaborative process to inform and direct decision-making.	Structured Clinical Interview Assignment
Adv Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	C8.D1. Model effective intervention skills and critically interpret theoretical frameworks that inform interventions with individuals, groups, organizations, and communities.	Structured Clinical Interview Assignment
	C8.D2. Integrate culturally responsive and anti-oppressive interventions with clients and constituencies and participate in interprofessional collaboration to both achieve client goals and facilitate effective transitions and endings.	Final Diagnostic Presentation

Campus-Level Academic Review¹		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

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.

Department/School(s)

Rebel Sympathy

Chair Signature

Date _____

Jack Snyder

Chair/Program Director Signature

Date _____

Heila Jones

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