

Approval Chart for Curriculum Changes

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

Course Number Socw 411 or Degree Plan(s) _____

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

See attached new course application

If approved, Socw 411 will take the place of Soc 416 in the degree plan. ~~*retroactively count of all catalog years.~~

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

Change to a Course		Dept./School	College Academic	Deans	COUNCIL ³				Provost	President
					TEC	UGEC	UUAC	GRAD		
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 (substantive change)	A	A	A			I		A	I
5.	Number of hours (lecture, lab, contact)	A	A	A			A		A	I
6.	Course number within the hundred	A	A	I			I		I	I
7.	Course number beyond the hundred	A	A	A			A		A	I
8.	Prerequisites	A	A	A			I		I	I
9.	Course fee(s)	A	--	A			--		A	I
10.	From U to G or G to U	A	A	A			A		A	I
11.	Cross list with another department: U or G level	A	A	A			A		A	I
12.	Department of record	A	A	A			A		A	I
13.	Open or close a course	A	A	A			A		A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	<u>A</u>	A	A			A		A	I

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

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

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COUNCIL ³										
	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 ⁷	--	--	--	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

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.

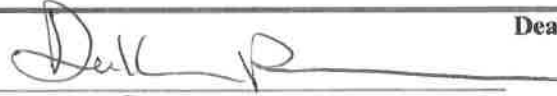
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	10/22/19 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	12-2-19 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	12-2-19 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

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (Subject and Number)	SOCW 411: Statistics for Social Workers
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Stephen Baldrige
2	Course Instructor	Departmental
3	Course Title	Statistics for Social Workers
4	Course Abbreviation for Banner if title is more than 30 characters	SW Statistics
5	College	CEHS
6	Department or School	SOCW
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	45
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3 hours

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	This course provides an introduction to data analysis and interpretation within the context of social work practice. It includes an orientation to value issues that relate to the use of statistical procedures and data presentation in practice settings, including of understanding that data selection, analysis, and presentation. It focuses on building knowledge base of data handling, elementary descriptive and inferential statistics, computer use in analysis, and interpretation. It provides an opportunity for students to develop practical/practice related skills in data analysis, computer use, and data interpretation using appropriate statistical software.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Pre OR Corequisite: SOCW 415 <i>None</i>
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☐ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☒ No ☐ Yes Possibly on demand.
22c	Will the course be offered in summer terms?	☒ No ☐ Yes

		If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2020
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☐ No ☒ Yes If yes, provide rationale: This course will replace the requirement for SOCI 416 in the social work degree plan.
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	SOCI 416: Social Statistics

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

III. Course Design

- A. Audience and Course Goal
 1. Describe the intended audience, including prerequisite skills.
This course is designed for first semester senior social work majors who have been formally admitted to the Baccalaureate Social Work Program. The admission process requires successful completion of SOCW 230, SOCW 250, and either SOCW 327 or 329, along with an application and interview. This class is normally taken prior to, or

(with approval from academic advisor and BSSW Program Director) concurrently with SOCW 415. Concurrent or prerequisite participation in SOCW 415 will give students the base skills and knowledge needed to understand the practical application of statistics in the profession of social work.

2. State the overarching course goal(s) in performance terms.

This course will aid students in the process of conducting research that will add to social work knowledge. Performance indicators will include being able to use appropriate statistical procedures in protocol design, analysis, and interpretation.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Understand the basic properties of descriptive statistics and inferential statistics, and their application to program evaluation and empirical practice.	Quizzes, Exams, Homework
2	Be able to identify, calculate, and interpret statistics that describe basic properties of distributions and relationships between two variables.	Quizzes, Exams, Statistical Analysis PPT and Presentation, Homework
3	Appropriately select and correctly use basic statistical procedures, particularly those necessary for practice evaluation.	Quizzes, Exams, Homework
4	Evaluate published research findings and assess their implications for social work practice.	Quizzes, Exams, Homework
5	Communicate statistical results and interpretations in terms that are	Quizzes, Exams, Statistical Analysis PPT and Presentation, Homework

	meaningful to other social work practitioners.	
6	Understand ethical guidelines in conducting data analysis.	Quizzes, Exams, Statistical Analysis PPT and Presentation, Homework

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.
For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

Salkind, N., (2017). *Statistics for People Who (Think They) Hate Statistics* (6th ed).
Thousand Oaks: Sage.

Pallant, J. (2016). *SPSS Survival Manual* (6th ed). New York: McGraw-Hill.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are

	needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

ABILENE CHRISTIAN UNIVERSITY SCHOOL OF SOCIAL WORK

SOCW 411: Statistics for Social Workers

COURSE CREDIT: 3 Semester Hours

TERM & YEAR: Fall _____

Instructor: TBD

EMAIL: TBD **PHONE:** TBD

Office Hours: TBD

School of Social Work Mission Statement

The Abilene Christian University School of Social Work seeks, within the context of a Christian higher education institutions, to:

- Prepare graduates as effective and ethical professionals who incorporate best evidence in practice;
- Advance social work knowledge through research and other scholarly activities;
- Promote social justice for vulnerable persons everywhere through service and leadership roles.

Social Work BSSW Program Goals

The ACU School of Social work defines generalist practice as a method of social work practice that incorporates a broad application of knowledge, values, and skills that are applied to the engagement, assessment, intervention with, and evaluation of client on the micro, mezzo, and/or macro level (developed from Berg-Weger, 2010).

The goals of the ACU Social Work Program flow directly from the mission to provide students with a generalist social work education that prepares them for generalist social work practice with individuals, families, small groups, organizations and communities, and reflect the purposes of Educational Policy, Section 1.1. Due to the unique Christian context in which the School of Social Work education students in, it is critical that the goals of the BSSW program reflect both the school's mission as well as the mission of social work in general. It is the aim of the school to educate graduates in a way that leaves them equipped to work on a generalist level of practice, able to engage, assess, intervene, and evaluate clients in ethical, professional ways. This program is dedicated to helping students do this within the framework of evidence-informed practice, on an undergraduate/generalist level. The goals of the Bachelor of Science in Social Work (BSSW) program are:

1. To educate students for generalist social work practice with diverse populations in diverse settings.
2. To prepare students with a knowledge of social work values and ethics that influence practice behaviors.
3. To prepare students for roles in the social work profession and in social welfare organizations on multiple levels.
4. To instill in students an appreciation of human diversity and human rights within the context of human behavior in the social environment.
5. To appropriately analyze and contribute to the knowledge base for evidence-informed generalist social work practice.

The first bulleted point in the mission statement is addressed pointedly in each of the program's five goals. Generalist social work practice requires knowledge, skills, abilities, and values that cross several traditional social work content areas. Though different definitions of generalist practice exist, the definition adopted at ACU utilizes the person-in-environment perspective while emphasizing the importance of practitioner expertise, client values, client preferences, and other situational and contextual variables.

The second bulleted item in the mission statement is reflected in goal five. The intent behind Goal five is to improve social work services and social policy by improving knowledge about which practices are supported by evidence and which practices are not supported.

The third bulleted item addresses the program's dedication to research. Much of the research conducted by faculty and students, within the ACU School of Social Work, is agency-based. By presenting findings of research activities to classmates, agency administrators, and other agency or public decision makers, the local knowledge base grows. Additionally, such research may/lead to publication of reports in peer-reviewed journals, conferences, and other dissemination media.

Berg-Weger, M. (2010). *Social work and social welfare: An invitation*. Routledge. New York.

College or Education and Human Services Mission Statement

The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

University Mission Statement

ACU's mission is to educate students for Christian service and leadership throughout the world.

Statement Concerning Christian Perspective

Students will examine the relationship between Spiritual beliefs, especially Christian beliefs and values and social work practice. The resolution of ethical dilemmas when conflicts arise is explored.

Catalog Description

This course provides an introduction to data analysis and interpretation within the context of social work practice. It includes an orientation to value issues that relate to the use of statistical procedures and data presentation in practice settings, including of understanding that data selection, analysis, and presentation. It focuses on building knowledge base of data handling, elementary descriptive and inferential statistics, computer use in analysis, and interpretation. It provides an opportunity for students to **develop practical/practice related skills in data analysis, computer use, and data interpretation using the Statistical Software for the Social Sciences (SPSS).**

Course Rationale

Professional social workers have an ethical responsibility to use practice methods that help, and do not harm, clients. Evidence-based social work practice (EBP) addresses this responsibility by equipping social work students to utilize appropriate evidence. In order to appraise evidence as appropriate for practice, practitioners must be aware of the social statistics used in research literature. Such skills will enable the social worker to base practice decisions on the best available evidence increasing the probability that interventions will help, and not harm, clients. Additionally, this course will aid students in the process of conducting research that will add to social work knowledge.

Students

This course is designed for first semester senior social work majors who have been formally admitted to the Baccalaureate Social Work Program. The admission process requires successful completion of SOCW 230, SOCW 250, and either SOCW 327 or 329, along with an application and interview. This class is normally taken prior to, or (with approval from academic advisor and BSSW Program Director) concurrently with SOCW 415.

Relationship to Program and CSWE Competencies

Course outcomes are built upon expectancies articulated in the Council on Social Work Education (CSWE) *Educational Policy and Accreditation Standards* (2015) or 2015 EPAS. Pursuing outcome-oriented and

competency-based education, CSWE expects social work educational programs to assess their students' professional competence and enhance it through social work programs. Each course has been intentionally designed (and continually assessed) to meet these competencies. The followings are 9 core competencies. For a more detailed explanation of the EPAS, please visit the Council on Social Work Education (CSWE) online (<http://www.cswe.org/Accreditation/EPASRevision.aspx>).

1. Competency 1: Demonstrate Ethical and Professional Behavior
2. Competency 2: Engage Diversity and Difference in Practice
3. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
4. Competency 4: Engage In Practice-informed Research and Research-informed Practice
5. Competency 5: Engage in Policy Practice
6. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
7. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
8. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Educational Standards

The course objectives target to educate students to enhance some of 9 core competencies in <2015 Educational Policy and Accreditation Standards> or '2015 EPAS.' This course meets the following educational standards:

Core Competency	Component behaviors
Competency 1:	Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.
Competency 4:	- Understand quantitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. - Understand the processes for translating research findings into effective practice.
Competency 7:	Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.
Competency 9:	- 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. - Understand quantitative methods for evaluating outcomes and practice effectiveness.

Linkages to BSSW Curriculum

This course is linked to undergraduate courses by reinforcing methods of research design and analysis, as well as equips students for advanced practice courses. This course links to research, practice, and policy content as it shares concepts in addressing practice questions, intervention formation, and implementation evaluation.

Course Objectives/Student Learning Outcomes with Measurements

At the end of this course, students will be able to:

1. Understand the basic properties of descriptive statistics and inferential statistics, and their application to program evaluation and empirical practice.
2. Be able to identify, calculate, and interpret statistics that describe basic properties of distributions and relationships between two variables.
3. Appropriately select and correctly use basic statistical procedures, particularly those necessary for practice evaluation.

4. Evaluate published research findings and assess their implications for social work practice.
5. Communicate statistical results and interpretations in terms that are meaningful to other social work practitioners.
6. Understand ethical guidelines in conducting data analysis.

	Competency	Measurement
1	Understand the basic properties of descriptive statistics and inferential statistics, and their application to program evaluation and empirical practice.	Quizzes, Exams, Homework
2	Be able to identify, calculate, and interpret statistics that describe basic properties of distributions and relationships between two variables.	Quizzes, Exams, Statistical Analysis PPT and Presentation, Homework
3	Appropriately select and correctly use basic statistical procedures, particularly those necessary for practice evaluation.	Quizzes, Exams, Homework
4	Evaluate published research findings and assess their implications for social work practice.	Quizzes, Exams, Homework
5	Communicate statistical results and interpretations in terms that are meaningful to other social work practitioners.	Quizzes, Exams, Statistical Analysis PPT and Presentation, Homework
6	Understand ethical guidelines in conducting data analysis.	Quizzes, Exams, Statistical Analysis PPT and Presentation, Homework

Course Format

While being a lecture based course, this class will use multiple hands-on approaches to provide students with experiences in statistical analysis using SPSS. Since students are expected to read the textbook before class, class time will be devoted to a short lecture and mostly statistical analyses. Come each day prepared to do statistics by hand and on the computer.

Course Policies

Disability Policy: If you have a documented disability and wish to discuss academic accommodations, please feel free to contact the ACU Student Disability Services Office (a part of Alpha Academic Services) The office facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodations. Visit <http://www.acu.edu/community/academics/alpha-scholars/services/disability-support-services.html> or call extension 2750 for an appointment with the Director of Disability Services.

Statement of Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life may be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Phones/laptops/etc.: As with anything that can distract you in class, please be courteous and professional with your these devices. Texting, Tweeting, Snapchatting, Instagramming, etc. in class is more noticeable than you think. Please be cautious with your use of pictures and recording of others.

Professional Expectations: Social work is a profession. Professionalism is reflected in completion of work in a timely manner and punctuality to class. Furthermore, respect of the instructor and classmates is always expected at all times. You are expected to cultivate these attributes in class and field education.

Attendance: Regular attendance is expected. In this class you are allowed 2 absences with no questions asked (this includes excused and unexcused). With your 3rd absence, your overall grade for the course may be reduced by 10%. Per university policy, your 4th absence may result in you being dropped from the course with a grade of "F." There is no distinction between excused and unexcused absences in this course. THIS INCLUDES MISSING ANY SIGNIFICANT PORTION OF ONE CLASS PERIOD.

A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a Withdrawal from Class form, will be assigned a failing grade ('F') for that class. The last day to withdraw from this course is noted in the current catalog.

Written Work: Written assignments must meet acceptable college writing standards. **It is expected that all outside written assignments will be submitted via Canvas** unless an exception is given in advance. You are encouraged to utilize the Writing Center <http://www.acu.edu/academics/cas/english/degrees/writingcenter>. All written assignments must be written APA style using Times New Roman Font – 12 pt with one-inch margins. Good writing is essential for doing well in this course.

Late Work: Assignments turned in after specified time may immediately be deducted 30% of the overall grade.

An additional 10% may be deducted each following day until assignment is turned in (i.e. a paper turned in the day after it was due can get a maximum of 70%).

Quizzes and homework are due at the times noted and will not be accepted late.

Canvas: Canvas will be used to organize your assignments, turn in assignments, syllabus, reading, to engage in different course activities, and gradebook.

Turnitin.com: Any written work may be required to be turned in and archived on Canvas by Turnitin.com.

NOTE: all assignments submitted through Turnitin must have a MAXIMUM score of 20%. Papers with scores over 20% will not be accepted (and treated as though they have not been turned in).

BSSW Student Handbook: All social work majors are responsible for abiding by policies outlined in the current BSSW Student Handbook. This is available by request and on Canvas in the course Files.

Housing/Food Insecurity Statement: Your well-being is important to us, and we understand that there can be outside circumstances that affect your ability to access basic needs. If any student is having difficulty accessing sufficient food on a daily basis, or is lacking a safe and stable place to live, the faculty and staff in the School of Social Work are very dedicated to providing support. We deeply care about the student as a whole person, and do not want any students in our program to consistently experience unstable housing, food insecurity, or a lack of essential items needed to thrive academically.

Therefore, any student who experiences these circumstances and believes this may impact academic performance, can freely disclose the situation to a faculty or staff member within the School of Social Work Student without judgement. We are committed to helping locate resources to help and/or working closely with the Student Life Office or the SOAR program to support students as needed.

ACU Anti-Harassment Policy and Title IX: Title IX is the federal civil rights law that prohibits sex discrimination, sexual harassment, and sexual assault within the education system. Abilene Christian University's Anti-Harassment Policy (<http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>) outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. If you or someone you know have been harassed or assaulted, ACU has a reporting process available at: www.acu.edu/campusoffices/hr/title-ix. It is important to note that all faculty and staff are considered "Responsible Parties" meaning they may be required to report the incident to university officials if a student discloses the situation to them. In an effort to ensure all are informed and education on the policy and process, all students, faculty, and staff are required to complete an online anti-harassment course each year provided by the ACU Human Resources Department. ACU also encourages students to download the 'Circle of 6' App available at the iTunes App Store and GooglePlay for Android in an effort to combat violence.

Referrals to the Student Opportunities, Advocacy, and Resources (SOAR) Program: Students may be struggling in a course for many different reasons. When this occurs, the instructor may choose to recommend the student to the SOAR Program for additional assistance. Students may be recommended for several reasons that include, but are not limited to: excessive absences, consistently late/incomplete assignments, personal/family crises and/or unusual changes in behavior that may impact performance in and out of the classroom. In most cases, the instructor will attempt to notify the student prior to recommending to the SOAR Program with the specific reason(s) why he/she is recommending. Please note that while most students' participation in the SOAR Program may be voluntary, the instructor may require the student participate in order to continue in the field seminar course. For more information, please visit: www.acu.edu/soar

Course Grading

Grading scale

Letter Grade	Percentage	Points
A	90.00 – 100.00%	450 to 500.00
B	80.00 – 89.99%	400 to 449.99
C	70.00 – 79.99%	350 to 399.99
D	60.00 – 69.99%	300 to 349.99
F	0.00 – 59.99%	0 to 299.99

COURSE OUTLINES

Course Requirements

1. Participation

All students are expected to participate in classes actively and attend all assignments, scheduled classes, discussions, and other activities. Note that there are additional grading policies regarding attendance and late submissions.

2. Activities

Non-scheduled activities may be offered to students as the semester progresses. Instructions and due dates will be provided on the Canvas.

3. Quizzes

All student are expected to take online open-book quizzes given via Canvas according to the schedule posted on the syllabus. Students are required to read the assigned chapter(s) and take a quiz BEFORE the date of each class begins. There are no make-up quizzes. The quiz may require you to do some preps (e.g., conducting analyses on SPSS). Please read the instruction of each quiz carefully for any additional information. No make-up quiz is allowed. If you missed a quiz once, the lowest score among all scores throughout the course will be given to that quiz. You will earn a score of zero (0) for additional missed quizzes.

4. Exercises using Class Example

The purpose of this homework assignment is to help students practice a new analysis that you have learned in the class on Canvas. Students are expected to conduct an analysis with different variables in a different data set and report the results. Set up an appointment with the instructor when they do not understand after you tried to complete the assignments.

5. Statistical Analysis PPT and Presentation (Team Project)

This assignment is designed to assess the capability to run the proper analyses and report their results in a presentation format. This exercise will involve hands-on application of the covered material. This team assignment provide an opportunity for students to conduct a secondary data analysis as a team project. The leader will be assigned based on some of the test scores. Students are provided with datasets and research questions of a study and asked to 1) conduct appropriate analyses, 2) report the results of the analyses, and 3) discuss the results for practical implications. More instructions including a template will be discussed in the class and posted on Canvas.

6. Exams

All students are required to take the midterm and final exams. Each exam will involve statistical analyses that have been covered in the classes before this exam. It is designed to assess each student's capability to understand statistical results conducted by others. Students are provided with statistical results from research articles and expected to answer questions on the interpretation of them. Real life examples may be different from the format that was practiced in the class because researchers use different formats when they report their results. Students who understand 'which value means what' should be able to know the right answers. All students are expected to submit a Word document that includes their own notes that would be helpful for

the exam (up to 2000 words & up to 6 pages). The instructor will provide the photocopy of the note during the exam. Any electronic devices will not be allowed during the exam.

Schedule and Assignment Due dates

Required Texts

Salkind, N., (2017). *Statistics for People Who (Think They) Hate Statistics* (6th ed). Thousand Oaks: Sage.

Pallant, J. (2016). *SPSS Survival Manual* (6th ed). New York: McGraw-Hill.

Course Schedule

The following is a **tentative** schedule of the topics that will be covered this semester. This schedule is **subject to change**. **Any changes** will be communicated orally in class and in writing on Canvas.

¹ I recommend that you complete an **exercise** as **soon** as the topic has been covered (e.g., the same day) so that you remember the content of class examples better.

#	Topics and Activities	Ch.
1	Introduction to the Course Research scenario (the assessment and evaluation)	
2	• Data coding, cleaning, and organizing	1
3	• Descriptive statistics; report sample characteristics	2-4
4	• Reliability analysis of measurement scales • Inferential statistics: Confidence intervals and standard error	6 8
5	• Independent-samples t-test: Comparing two means	7, 9, 11
6	Mid-term Exam in class	
7	• One-way ANOVA: Comparing several means	13
8	• Correlation & Simple/Multiple Linear Regression	15
9	• Multiple Logistic Regression • Multiple Logistic Regression	16
10	Repeated measures analysis (Experimental design) • Paired-samples t-test	12
11	Repeated measures analysis (Experimental design) • ANCOVA	18
12	• Chi-square test of independence	17
13	• Other non-parametric analyses	17
14	Prep for Stats Analysis Presentation & Exam review	
15	Stats Analysis Presentation (Team) & Course Evaluation	
16	Final Exam in class	

The course syllabus was last updated in October 22, 2019.

Supporting documentation for SOCW 441 application

IV.4 - Departmental resources: no additional resources needed.

IV.5 – Resources: This class will be taught in a lab with computers having access to SPSS.

IV.6 – Expenses: No additional expenses expected.

IV.7 – Justification: See section II-2

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 22, 2019
TO: Dr. Stephen Baldrige
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for SOCW 411 – Statistics for Social Work

After reviewing the course proposal and course syllabus, the library does have adequate resources to support the proposed course. Thank you for letting us review the course proposal.

Dr. Stephen Baldrige
Hardin Admin Building 109A
325-674-2076
snb09a@acu.edu

October 11, 2019

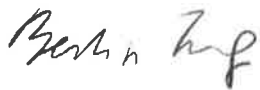
Re: Review of SOCW411

Dear Dr. Baldrige,

Thank you for submitting *SOCW411 Statistics for Social Workers*, which I have checked based on the ACU Syllabus Guidelines. The syllabus has impressive details about the goals, competencies, rationale and specific policies for the courses. You have thought out various aspects for the course in great depth. Congratulations! Here are a few comments and suggestions based on the guidelines:

1. Consider adding the university and college mission statements.
2. It is fine to leave instructor and classroom information as "TBD" for now, but please add it when such information becomes available.
3. Would it be possible to include competencies and measurements together in the syllabus as you did in the application form?
4. There seemed to be some duplication in the class/course policy sections. Please consider merging them.
5. Some university policies may have changed in content, language, or contact information. I kept the latest information in this template: <https://tinyurl.com/acusyllabus>. Feel free to use the corresponding sections of the template.
6. For grading, since a point system is used to calculate letter grades, I do not know whether it is necessary to have the outstanding/satisfactory/acceptable and unacceptable categories because I would imagine students would simply use points to calculate grades, unless you use the broader categories when considering adjustment of letter grades. In that case, it might help to mention it.

If you choose to make the changes, please submit the revised version to the council for review. There is no need to bring back the syllabus for further review. However, please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too. If you have any questions, please feel free to let me know.



Director of Instructional Design



Stephen Baldrige <snb09a@acu.edu>

letter

Suzie Macaluso <scm11a@acu.edu>
Reply-To: Suzie.Macaluso@acu.edu
To: Stephen Baldrige <snb09a@acu.edu>

Wed, Sep 18, 2019 at 1:01 PM

Hi Stephen,

Yes, I think it's a great idea for the School of Social Work to have a discipline-specific statistics course. The course, while similar to SOCI 416 has some good substantive differences that will make it a meaningful course for social work majors.

Suzie

[Quoted text hidden]

—

Suzie Macaluso, PhD
Director, Pruett Gerontology Center
Associate Professor of Sociology & Gerontology
Abilene Christian University
ACU Box 27793, Abilene, TX 79699-7890
Phone: 325-674-2350

For Students Entering Fall 2020

This is a sample schedule to illustrate how long it will take to complete this degree plan. Additional semesters may be necessary if you are required to complete courses listed in the right-hand column or if you repeat courses. Consult with your academic advisor before changing the sequence of courses. Some courses are not offered every semester and some courses have prerequisites. Check the course description in the current catalog for details. Failure to complete courses in the recommended sequence may delay graduation. Each block represents 3 hours unless otherwise noted.

FR Fall 15 hours	†BIBL 101 Jesus: Life and Teachings	†ENGL 111 Composition and Rhetoric	†CORE 110 The Question of Truth	Science (fall or spring, see degree plan for choices)	SOCW 230 Introduction to Social Work		
FR Spring 16 hours	BIBL 102 Early Christians: Life, Literature, and Community	ENGL 112 Composition and Literature	• CULTURAL AWARENESS	MATH 120 Elem Mathematical Reasoning (fall or spring)	• HISTORICAL LITERACY	• PEAC 100 or PEAC activity – 1hr.)	UNIV 011 Learning Strategies
SO Fall 15-16 hours	@ • BIBL 211 Message of the Old Testament	@ COMM 211	SOCIAL SCIENCE	BIOL 101 Biology: Human Perspectives or BIOL 291/293 or BIOL with Human Biology content	SOCW 327 Micro/Mezzo Human Behavior Theory		
SO Spring 16 hours	• Advanced Bible Selection (300-499) BIBL, BIBD, BIBH, BMIS	@ • SOPH ENGL LITERATURE (200-299;263 REC)	Free Elective	SOCW 329 Diversity, Power, and Oppression	SOCW 250 Fundamental Skills of Relating	• PEAC 100 or PEAC activity – 1hr.)	May be required based on ACT or SAT scores:
JR Fall 16 hours	Major Requirement Course	Major Requirement Course	SOCW 441 Social Policy and Services	SOCW 351 Social Work Practice with Micro Systems (4 hrs)	SOCW 415 Social Research		MATH: MATW 019 MATW 120 MATW 130
JR Spring 16 hours	• Advanced Bible Selection (300-499) BIBL, BIBD, BIBH, BMIS	Major Requirement Course	SOCW 442 Policy Analysis and Practice	SOCW 451 Social Work Practice with Macro Systems (4hrs) (writing intensive)	University Requirement Selection (3hrs.)		ENGLISH: ENGL 003/004 ENGL 106/006 ENGL 107/007
SR Fall 17 hours	Elective	Elective	Major Requirement Course	SOCW 381 Field Practicum I (5hrs)	SOCW 411 Statistics for Social Workers		
SR Spring 16 hours	Elective	Elective	Elective	SOCW 481 Field Practicum II (5hrs) (Capstone)	SOCW 416 Program and Practice Evaluation (Capstone) (3hrs.)		Total Hours = 128-129

Symbol Key: † Freshman Requirement. @ Course typically available in a summer term.

- This course or its equivalent is offered at one of ACU's semester-long Study Abroad sites. Those planning to study abroad should save these courses. See www.acu.edu/study-abroad for updated courses.