

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 250 **or Degree Plan(s):**

Rationale: We propose to change the name of this course, as well as the course description and SLOs in order to be consistent with the requirements of our accrediting body. These changes also make the course more appropriate for students from other majors who are opting into this course as an elective. The course title changes from *Fundamental Skills of Relating* to *Principles of Practice: Ethics and Engagement*. See track changes to the catalog:

SOCW 250 - Principles of Practice: Ethics and Engagement ~~Person to Person: The Fundamental Skills of Relating~~

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall, Spring

This course introduces core social work principles, including ethics, communication, and practice models. Students will build cultural competence, professional boundaries, and self-care skills while engaging in experiential learning and role-plays, preparing for real-world challenges and future roles in diverse settings.

~~An exploration of relationship skills and social work values needed for practice. Emphasis is placed on student experience in expanding personal skill areas. Principles of interviewing are introduced.~~

Current SLOs:

1. Demonstrate understanding of the effect of personal values, attitudes and beliefs on the interpersonal communication process in personal settings and in the professional social work practice settings; Related assignments: Ethics Presentation, Final; (EPAS Competency 1: Demonstrate ethical and professional behavior)
2. Demonstrate an understanding of basic interpersonal communication skills with diverse populations; Related assignments: Class Blog; (EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities)
3. Examine basic interpersonal skills as they relate to the self-examination necessary for accepting, assisting and communicating with those of divergent opinions, values or lifestyles; related assignments: Video Interview, Final; (EPAS Competency 2: Engage diversity and difference in practice)
4. Demonstrate understanding of key inter-personal and intra-personal human communication processes (verbal and non-verbal communication, empathy, reflective listening, building rapport); Related assignments: Video Interview; (EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.)
5. Demonstrate understanding of key interpersonal and intrapersonal human communication processes as they relate to prejudice and stereotyping as counterproductive communication; Related assignments: Class Blog, Final; ((EPAS Competency 2: Engage diversity and difference in practice; EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.)

6. Demonstrate understanding of the effect of interpersonal communications skills on the professional practitioner/client relationship. Related assignments: Ethics Presentation, Video Interview. (EPAS Competency 1: Demonstrate ethical and professional behavior; EPAS Competency 7: Assess Individuals, Families, Groups, Organizations and Communities)

Proposed SLOs:

Primary Program Learning Outcome(s) (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Competency 1: Demonstrate Ethical and Professional Behavior	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.	Professional Self Paper Ethics Case Study
	Understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.	Professional Self Paper Ethics Case Study
	Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	Ethics Presentation Ethics Case Study
	Recognize and manage personal values and the distinction between personal and professional values.	Professional Self Paper Ethics Case Study
	Understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.	Professional Self Paper
	Take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.	Professional Self Paper Self-Care Assessment
	Understand the role of other professionals when engaged in interprofessional practice.	Professional Self Paper
	Recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.	Professional Self Paper Self-Care Assessment
	Understand digital technology and the ethical use of technology in social work practice.	Ethics Presentation

		Dean / School	College	Dean	TRC	AIAC / Grad	Provost
	Campus-Level Academic Review¹						
	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

		Dept./School	College	Dean	TRC	ATIAC / Grad	Provost	Faculty	Senior V/DAA	President
	Full Review									
	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

		Dept./School	College	Dean	ATIAC	Provost	TRC/F	University Faculty	Senior V/DAA	President
	Change to General Education Requirements for Undergraduates (System)									
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

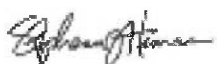
Department/School(s)



02/14/25

Chair Signature

Date

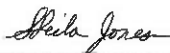


02/14/25

Program Director Signature

Date

College Academic Council(s)



03/07/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



03/10/2025

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