

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 327

or Degree Plan(s):

Rationale: We propose that this course change its title from *Micro/Mezzo Human Behavior Theory* to *Theoretical Frameworks for Social Work* to clarify and be more descriptive of the course content. We also propose the catalog description and SLOs be changed to better accommodate CSWE accreditation competencies. See catalog track changes below:

SOCW 327 - Theoretical Framework for Social Work ~~Micro/Mezzo Human Behavior Theory~~

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall

Understanding of theories of human behavior and person-in-environment in the examination of the biopsychosocial, and spiritual factors that shape human experience in life course development. Attention is given to the ecological impact of micro and mezzo systems, with appreciation for development in diverse populations.

~~An examination of the biopsychosocial factors that shape human experience; attention is given to the impact of mezzo and micro systems, including families and individuals. Additional emphasis is given to diversity in these systems and within and among various groups. Special attention is given to the role of social, cultural, and spiritual development across the life span.~~

Current SLOs:

1. Describe the composition of families and individuals as parts of the human experience, recognizing strengths in all client systems. [2, 1]
2. Explain the nature of reciprocity between human behavior and social environments, identifying empirical theories about the interaction between and among systems on the micro and mezzo levels. [6, 3]
3. Recognize the differing family and individual systems and their beneficial or deleterious impact on human growth, development, and well-being. [2, 3, 6]
4. Affirm and respect the diversity in human behavior and in people from diverse backgrounds on the micro level, applying the values of the social work profession to these populations. [2]
5. Apply theories of biological, sociological, cultural, psychological, and spiritual development across the lifespan to case scenarios involving families and individuals. [6]

Proposed SLOs:

Primary Program Learning Outcome(s) (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion.	Populations at risk
	Value the importance of human relationships.	Final case review
	Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice.	Case reviews/final case review

	Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in engaging and applying culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.	Case review/final case review
	Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.	Final case review

	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
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	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 ver sity Fac ulty	Se ni or 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).

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.

**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
