

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 351 **or Degree Plan(s):**

We propose that this course number and name be changed to better clarify and fit curriculum sequencing from *SOCW 351 Social Work Practice with Micro Systems* to *SOCW 451: Practice I: Engagement & Assessment with Individuals & Groups*. The new catalog description and the SLOs meet the Council on Social Work Education accreditation standards. We also propose this course not continue as a writing intensive course and therefore move from 4 to 3 credit hours. See catalog track changes:

~~SOCW 351~~ **447 - Practice I Engagement and Assessment with Individuals & Groups** ~~Social Work Practice with Micro Systems~~

Lecture Hours: 3

Lab Hours: ~~1~~ **0**

Credit Hours: ~~4~~ **3**

Terms Offered: Fall

Students will explore practice behaviors associated with engagement and assessment components of the planned change process in multi-level practice. This course focuses on foundational communication and assessment skills needed for work with individuals, families, and groups. Perspectives on equity, inclusivity, and belonging will be considered. Prerequisite: Admission into the major.

~~Principles of social work practice; knowledge, values, and skills demanded of the social work professional in working with micro systems. Laboratory graded and credited with the course. Prerequisite: Admission to the social work program or permission of the director. A writing intensive course.~~

Current SLOs:

1. "Recognize personal values and the distinction between personal and professional values". (EPAS Competency 1, Demonstrate Ethical and Professional Behavior, Ethics Paper)
2. "Understand the role of other professions when engaged in inter-professional teams." (EPAS Competency 1, Demonstrate Ethical and Professional Behavior, ARD Simulation Reflection)
3. "Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies." (EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, Case Study #1)
4. "Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process." (EPAS Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, ARD Simulation Reflection)
5. "Understand how their personal experiences and affective reactions may affect their assessment and decision-making." (EPAS Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, Ethics Paper)
6. "Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness." (EPAS Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, Client Assessment)
7. "Acknowledge evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities." (EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities,

Case Study #3)

Proposed SLOs:

Primary Program Learning Outcome(s) <i>(Competency)</i>	Student Learning Outcomes <i>(Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Competency 1: Demonstrate ethical and professional behavior	Understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.	ADEI Case Study
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.	ADEI Case Study
	Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.	ADEI Case Study
	Understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.	ADEI Case Study
Competency 6: Engage with individuals, families, groups, organizations, and communities	Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.	Process Recording
	Value the importance of human relationships.	Skills Video & Self-Analysis
	Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities	SMART Goal Setting
	Self-reflect on and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.	Group Simulation
Competency 7: Assess individuals, families, groups, organizations, and communities	Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice.	Skills video & Self-Analysis
	Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.	Biosychosocial Assessment
		SMART Goal Setting

	Understand that assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.	Group simulation
	Self-reflect on and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.	Process Recording

		Deant / School	College	Dean	TFC	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	Campus Faculty	Comms / 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	University Faculty	Comms	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

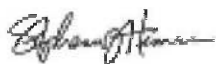
Department/School(s)



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
