

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 361 **or Degree Plan(s):**

Rationale: We propose changing this course's catalog description and its SLOs to better accommodate the requirements of the CSWE accreditation standards. We further propose that prerequisites only include SOCW 327, SOCW 329, and formal admission into the BSSW Program, eliminating SOCW 230 and 250, as they are required for admission into the program. See catalog track changes:

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Terms Offered: Spring

Pre-practicum orientation will prepare social work majors for their impending field practicum with specific focus on simulation experiences, community engagement and feedback from local social workers, and professional development in partnership with the ACU Career Center. Prerequisite: SOCW 327, SOCW 329, and acceptance into the School of Social Work. Students must take this course prior to beginning their field practicum.

~~Pre-practicum orientation will prepare social work majors for their impending field practicum with specific focus on simulation experiences, community engagement and feedback from local social workers, and professional development in partnership with the ACU Career Center. Prerequisite: SOCW 230, SOCW 250, SOCW 327, SOCW 329, and acceptance into the School of Social Work. Students must take this course prior to beginning their field practicum.~~

Current SLOs:

EPAS Competency 1: Demonstrate Ethical and Professional Behavior. *Understand how their personal experiences and affective reactions influence their professional judgment and behavior.* Related Assignments: Supervisor Interview, Self-Care Plan

EPAS Competency 1: Demonstrate Ethical and Professional Behavior. *Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.* Related Assignments: Discussion Board Posts, Resume Submission

EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. *Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.* Related Assignments: Personal Assessment and Reflection #1

EPAS Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. *Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.* Related Assignments: Personal Assessment and Reflection #2

EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. *Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.* Personal Assessment and Reflection #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 how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.	Supervisor Interview
	Take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.	Self-Care Plan
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	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.	Personal Assessment and Reflection #1
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	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.	Personal Assessment and Reflection #2
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	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.	Personal Assessment and Reflection #3

Campus-Level Academic Review¹		D	C	D	T	A	P
		e	o	e	E	U	r
		p	l	a	C	A	o
		/	l			C	v
		S	e			/	s
		c				G	t
		h				r	
		o				a	
		o				d	
		l					
	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	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).

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
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Provost

Signature	Date
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University General Education Council

Signature	Date
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University Faculty

Abilene Faculty Senate Chair signature	Date
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Dallas Faculty Council Chair signature	Date
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Senior Vice President for Academic Affairs

Signature	Date
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President

Signature	Date
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