

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 415

or Degree Plan(s):

Rationale: We propose changing the catalog description and SLOs to be in line with the 2022 EPAS standards. Additionally, we recognize the abundance and higher level of writing required for this course and propose that it be a writing-intensive course, as well as change credit hours from 3 to 4. See catalog track changes:

SOCW 415 - Social Research

Lecture Hours: 33

Lab Hours: 01

Credit Hours: 3 4

Terms Offered: Fall

Knowledge and skills of evidence-based practice procedures. Includes critical evaluation of empirical literature to inform practice; and proposal development, including basic qualitative and quantitative research methodology including construct operationalization, study design, sampling, measurement, and analysis.

Prerequisite: Admission to the social work program or permission of the director. Writing Intensive.

Social Work practice focused quantitative and qualitative research knowledge and skills. Includes critical evaluation of empirical literature and basic research methodology including construct operationalization; study design; selection, development, implementation, and evaluation of measures and instruments.

Prerequisite: Admission to the social work program or permission of the director.

Current SLOs:

1. Understand and critically appraise qualitative and quantitative research studies. Major Assignment: Annotated Bibliography [Comp 4]
2. Apply basic skills of research by learning the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Major Assignment: Oral Presentation [Comp 1,4]
3. Access best multi-disciplinary evidence available in the processes of translating research findings into effective engagement, assessment, intervention, and evaluation practice. Major Assignments: Annotated Bibliography and Oral Presentation. [Comp 1,4,7,9]
4. Professionally disseminate research findings from an evidence-informed process of assessing and/or evaluating a client system. Major Assignment: Oral Presentation [Comp 1,4,7,9]

Proposed SLOs:

Primary Program Learning Outcome(s) (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Competency 4: Engage in Practice- Informed Research and Research-Informed Practice	Understand frameworks of ethical decision-making, including the use of digital technology, and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. 1,3, 10	CITI training
	Use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. 4.1	CITI training

	Use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. 4.2	Annotated Bib/mini ebp/Proposal
	Critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. 4.3	Annotated bib/mini ebp
	Understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. 4.4	methodology
	Know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. 4.5	Annotated bib/proposal
	Demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. 4.6	methodology/proposal
	Demonstrate knowledge about methods to assess reliability and validity in social work research. 4.7	Methodology
	Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. 7.1	Mini ebp
	Understand that evaluation is an ongoing component of social work practice, and use qualitative and quantitative methods for evaluating practice, with and on behalf of diverse individuals, families, groups, organizations, and communities. 9.1, 5	Proposal

See also attached Writing Intensive application

Application for Writing Intensive Course for Existing Course

Course Subject and Number SOCW 461

Course Name Social Research

Contact Person Stephanie hamm

For WI courses:

Explain the writing intensive nature of the course, addressing (1) types of writing students do (expository, analytical, scientific, etc.) and (2) opportunities for students to develop their writing skills (feedback, revisions, sequenced assignments, etc.)

This course requires the most writing for junior level Social Work students. In this course, students will write an annotated bibliography and a final research proposal/prospectus which includes an introduction, review of literature, methodology, and discussion. This is a scientific writing assignment. This is an iterative process as it is broken up into smaller parts throughout the semester. Faculty feedback is addressed in each piece and is expected to be reflected in the final product.

Explain how your course or courses will meet these assignments:

- Has writing assignments as at least 30% of the course grade

The final proposal is 30% of the overall course grade.

- Has an assignment that can be submitted to WAC for assessment that is 750-1000 words; analytical or persuasive; worth at least 5% of the course grade

The annotated bibliography is analytical, requires a minimum of 800 words, and is worth 20% of final course grade.

- Is capped at 25 students

The course will be capped at 25 students.

- Uses multiple approaches to writing

The students are given the opportunity to complete parts of the final paper as a brainstorm or mind map which can be a drawn model or a table, other parts' first iteration can be in bullets points. The final paper is in narrative form using APA style.

Hello Dr. Hamm!

This course definitely fits the WAC parameters, so I approve heartily.

The application is a bit out of date on one item: this past year, the WAC team decided that the professor of each course should feel free to send the culminating paper at the end of the semester rather than limit it to a 750-1000 word item. Hence, rather than the annotated bib, which might be

hard-pressed to be seen as "analytical," the prof should feel welcome to send the big paper, no matter its length.

Thank you for your work,

CB

B. Cole Bennett, Ph.D.

Professor and Chair, Dept. of Language and Literature

Director, [ACU Writing Center](#)

Director, Writing Across the Curriculum

Abilene Christian University

325.674.2406

	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

	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	Sen ior 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

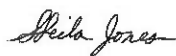


02/14/25

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

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
