

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 451 **or Degree Plan(s):**

We propose that this course name be changed to Practice III: Communities and Organizations. This is a macro practice course that follows the profession's change process, and this new name will add consistency and clarity to the content of the course. The new catalog description and the SLOs meet the Council on Social Work Education accreditation standards. See catalog track changes:

SOCW 451 - **Practice III Communities and Organizations** ~~Social Work Practice with Macro Systems~~

Lecture Hours: 3

Lab Hours: ~~10~~

Credit Hours: **43**

Terms Offered: Spring

Students will learn how to engage with, assess, and help organizations and communities using social work frameworks. The course will cover direct and indirect practice, finding effective large-scale solutions, organizing communities, building networks, and planning and advocating for change. Prerequisite: SOCW 449

~~Principles of social work practice; knowledge, values, and skills demanded of the social work professional in working with mezzo and macro systems. Laboratory graded and credited with the course. Prerequisite: SOCW 351.~~

Current SLOs:

C1.2 Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

C1.6 Understand the role of other professions when engaged in inter-professional teams.

C3.3 Understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

C4.4 Understand the processes for translating research findings into effective practice.

C6.1 Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

C6.3 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.

C6.4 Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

C6.6 Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

C7.1 Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

C7.4 Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.

C8.1 Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

C8.2 Acknowledge evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.

C8.5 Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

C9.1 Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.

Proposed SLOs:

Primary Program Learning Outcome(s) <i>(Competency)</i>	Student Learning Outcomes <i>(Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.	Macro intervention model video presentation
Competency 6: Engage with Individuals, Families, Groups, Organizations & 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.	Macro intervention model video presentation
	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.	CANVAS Quizzes/Exams
	Use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Organizational Diversity Assessment
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.	CANVAS Quizzes/Exams Organizational Diversity Assessment
	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.	Organizational Diversity Assessment

		Deaf / School	Callara	Dean	TRC	Altiaf / 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

		President	Consortium	University Faculty	Provost	ATIAC / Grad	TIGER	Dean	College	Dept./School
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	I	A	A	A	A	-	-	-	-
19.	Policies governing academic probation and suspension	I	A	A	A	A	-	-	-	-
20.	Requirements for graduating with honors	I	A	A	A	A	-	-	-	-
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	I	A	A	A	A	A	A	A	A
22.	Educational Program — Discontinue (Provost-proposed)	I	A	A	A	A	A	R	-	R
23.	Minor — Add or Discontinue	I	A	-	A	A	A	A	A	A
24.	Minor — Discontinue (Provost-proposed)	I	A	-	A	A	A	R	-	R
25.	Degree — Add or Discontinue	I	A	A	A	A	A	A	A	A
26.	Degree — Discontinue (Provost-proposed)	I	A	A	A	A	A	R	-	R

		President	Consortium	University Faculty	TIGER	Provost	ATIAC	Dean	College	Dept./School
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	I	A	-	A	A	A	A	A	A
28.	Add or drop a required course from the General Education Requirements	I	A	A	A	A	-	A	-	A
29.	Add or drop a course from a menu within the General Education Requirements	I	A	-	A	A	-	A	-	A
30.	Comprehensive revision of General Education Requirements	I	A	A	A	A	-	-	-	-

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

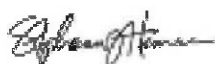
Department/School(s)



02/14/25

Chair Signature

Date



02/14/25

Program Director Signature

Date

College Academic Council(s)



03/07/2025

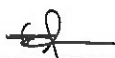
Chair Signature

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
