

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 641 Social Welfare Policy and Services **or Degree Plan(s):**

Rationale: The MSSW faculty identified the need to tweak the current course based on new secondary accreditation standards. Also, the term social welfare is antiquated and no longer viewed as an accurate representation of the content. The course title, student learning outcomes, catalogue description have been updated.

New Course Title: SOCW 641 Social Policy Practice & Advocacy

Current Catalog Description: Provides a historical overview of the development of social welfare policies and the profession of social work. The course also prepares students to analyze social problems systematically and to gain understanding of the social welfare system in the U.S.

New Catalog Description: Students will analyze social problems systematically, gain understanding of assistance programs and government-supported services, and promote policy practice with special attention to marginalized, racialized, disadvantaged, and oppressed groups in the U.S. The role of the economy, politics, and culture in policy development and implementation are also examined.

Current Outcomes:

COURSE OBJECTIVES/COMPETENCIES:

Upon completion of the course, the student should be able to:

1. Define the concepts of social welfare, social policy, and social and economic justice, and identify the relationship between social welfare policies and social and economic justice as well as institutional forms of discrimination, oppression, and social control.
2. Understand and give examples of social problems as constructions of social realities and identify the various political, economic, cultural, and social processes that influence the definition of social problems and responses.
3. Understand the history, nature, structure, and characteristics of the social welfare system and the profession of social work in the United States.
4. Identify and understand the relationship between the profession of social work/social work practice and those processes that form and implement social welfare policies, including at the micro, mezzo, and macro levels.
5. Discuss the ethical and value commitments of the social work profession, particularly the commitments to the advancement of social and economic justice, that shape its involvement in the development and implementation of social welfare policy.
6. Describe the legislative, administrative, and judicial procedures of public policy making and articulate the ways policy issues are brought to the attention of decision makers.
7. Systematically analyze the impact of social policies on client systems, workers, and agencies on the federal, state, and local level; and,
8. Describe and evaluate recent developments in the social welfare policies of Texas and the region, particularly their impact on rural areas.

New Outcomes:

Program Learning Outcomes (Competency)	Student Learning Outcomes (Competency Descriptors)	Dimension (K/V/S/CAP)	Measurement (Assignment)
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	C2.D3. Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.	V/S/CAP	Reading Responses
	C2.D4. Advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.	V/S	Policy Advocacy Assignment
Competency 5: Engage in Policy Practice	C5.D1. Identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services.	K/V	Major Policy Analysis
	C5.D2. Recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.	K/CAP	Self-paced Module Major Policy Analysis
	C5.D3. Understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses	K/S/V	Major Policy Analysis
	C5.D4. Influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities.	V/S/CAP	Policy Advocacy Assignment
	C5.D5. Actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings	V/S	Policy Advocacy Assignment
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	C8.D2. 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	K/V/S/CAP	Reading Responses
	C8.D3. Understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.	K/S	Reading Responses
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	C9.D2. Evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.	S/CAP	Case Compendium
	C9.D3. Apply anti-racist and anti-oppressive perspectives in evaluating outcomes.	V/S	Reading Responses

	C9.D4. Use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	K/S	Case Compendium
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	Campus-Level Academic Review ¹	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	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	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	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)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
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)



11/11/24

Chair Signature

Date



11/11/24

Chair/Program Director Signature

Date



College Academic Council(s)

12/02/2024

Chair Signature

Date

Chair Signature

Date



Dean(s)

12/03/2024

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
