

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 725 Spirituality and Social Work or Degree Plan(s):

Rationale: The MSSW faculty identified the need to update the current course based on new secondary accreditation standards. The course title, student learning outcomes, and catalog description have been updated. We also changed the course term so students receive the content earlier in the program.

New Course Title: SOCW 725 Spirituality in Diverse Populations

Current Catalog Description: Provides a framework for spiritually sensitive social work practice applied to systems of various sizes, including individuals, families, groups, organizations and communities.

New Catalog Description: Students will build the necessary knowledge, skills, and values for culturally- and spiritually sensitive practice and become attuned to the ways in which spirituality and diversity shape the lives of individuals, groups, communities, and societies. Includes an emphasis on inclusion and belonging for historically marginalized populations.

Current Prerequisite: SOCW 652 or SOCW 702

New Prerequisite: None

Current Course Term: Spring

New Course Term: Fall

Current Outcomes:

This course will address learning objectives for the following CSWE Competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
 - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
 - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Competency 2: Engage Diversity and Difference in Practice
 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
 - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - Engage in practices that advance social, economic, and environmental justice.

New Outcomes:

Program Learning Outcomes (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Adv Competency 1: Demonstrate Ethical and Professional Behavior	C1.D3. Demonstrate profound comprehension of ethics as intrinsically rooted in the principles of human rights, anti-racist perspectives, and anti-oppression practices. Based on their understanding of social work's historical role in oppression, advanced generalist social workers strive to shift society's narrative of the profession and promote advocacy in systemic justice issues.	Textbook Exercises Final Paper
	C1.D5. Participate in ongoing skills development to ensure relevant and effective practice.	Spiritual Genogram House of Worship Ethnography
Adv Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	C2.D1. Recognize the inherent human rights of every individual, irrespective of their societal standing.	Textbook Exercises Spiritual Genogram
	C2.D2. Promote a society where all individuals experience physical and psychological safety and security.	Textbook Exercises Human Rights & Justice Analysis
	C2.D3. Advocate for the eradication of a systemic barrier across all system levels within a practice context.	Human Rights & Justice Analysis
	C2.D4. Create opportunities for contextually effective strategies that 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.	Human Rights & Justice Analysis Final Paper
	C2.D5. Employ participatory and empowerment practices with clients and constituencies to ensure the rights and dignity of the most marginalized and racialized are prioritized.	Spiritual Genogram Final Paper
Adv Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D1. Possess a nuanced and expansive understanding of how oppression influences the lived experiences of marginalized and racialized people and across the individual, family, group, organizational, and community system levels.	ADEI Case Studies Final Paper
	C3.D2. Demonstrate proficiency in recognizing and addressing the pervasive impact of White supremacy and privilege by actively engaging in anti-racist practice and the development of anti-oppressive policies.	ADEI Case Studies
	C3.D3. Are highly attuned to the complex intersections of diversity and educate on dimensions 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 Studies Final Paper

	C3.D4. Have a robust awareness of the historical and societal origins of social, economic, political, racial, technological, and cultural injustices and are well-versed in recognizing various forms and mechanisms of oppression and discrimination.	ADEI Case Studies
Adv Competency 5: Engage in Policy Practice	C5.D3. Can effectively articulate the impact of policy options and use critical thinking and decision-making skills to advocate for equitable and effective policy options within their practice settings with individuals, families, groups, organizations, and communities.	Human Rights & Justice Analysis
	C5.D4. Critically appraise the history and current structures of social policies and promote the role of social work in policymaking and service delivery through rights-based, anti-oppressive, and anti-racist lenses.	Human Rights & Justice Analysis

	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

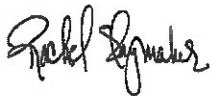
Department/School(s)



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