

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 744 Management and Funding of Nonprofit Organizations **or Degree Plan(s):**

Rationale: This course was a requirement in the MSSW degree plan. Since the MSSW faculty are redesigning the entire curriculum, we've identified the need for this course to be an elective, and it may become part of a track option in the future. The course title, student learning outcomes, catalogue description have been updated.

New Course Title: SOCW 744 Nonprofit Management

Current Catalog Description: A core curriculum offering for students seeking the master's degree in Social Work, focus is on the commonly accepted functions of management in nonprofit and governmental organizations (planning, organizing, staffing, directing, controlling, communicating, and problem-solving). Particular emphasis is placed on governance, fiscal management, accountability, and evaluation of institutional and program effectiveness. **Same as GERO 744.**

New Catalog Description: Students will examine the differences between leadership and management from a social justice lens, explore frameworks of supervision, and introduce common components of nonprofit management including problem-solving, governance, fiscal responsibility, accountability, and the evaluation of organizational and program effectiveness.

Current Outcomes:

This course meets the following educational standards:

EPAS & AGSW (Advanced generalist social work) competence set by ACU SSW
Competency 1: Demonstrate Ethical and Professional Behavior
Advanced generalist social workers demonstrate an internalized value base that is consistent with the core values of the social work profession. They demonstrate the capacity to navigate complex ethical issues to arrive at ethically informed decision-making in interdisciplinary contexts . When presented with conflicting ethical demands, ethically empowered advanced generalists can methodically and reflectively consider values, ethical principles, conflicting roles and loyalties, and decide on ethically sound courses of action. Ultimately, Advanced Generalist Social Workers are capable of providing leadership.
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Advanced generalist practitioners with an evidence-based practice focus critically integrate scientific knowledge across practice levels . Advanced generalist practitioners apply a critical lens to assess, translate, and evaluate the effectiveness, applicability, and ethical conduct of research to be applied in specific practice situation . Advanced practitioners are also able to lead and conduct ethically responsible research to address important and relevant questions across system levels.
Competency 5: Engage in Policy Practice
Advanced Generalist social workers use evidence-based practice principles to develop and advocate for policy changes that are empirically justified, based on sound empirical research. They demonstrate the ability to analyze the policy implications of agency-based research and/or evaluation , and can effectively relate them to social work values, including human rights and social, economic, and environmental justice. They can effectively articulate the potential impact of policy options on clients

in the agency setting, and use **critical thinking and decision-making skills** to advocate for just and effective policy options.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers with an evidence-based practice focus **assess individuals, groups, organizations, and communities**. They have the capacity to evaluate and recommend **multi-level tools and strategies for assessing a variety of client systems**. Advanced practitioners formulate hypotheses for assessment grounded in human-behavior theory and contemporary assessment literature to inform and direct decision-making among standardized assessment tools. Uses a critically-reflective and self-regulatory processes to mitigate personal biases, identify structural issues that may influence results, and **effectively interpret resulting assessment data within an ecological-systems approach**.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers with an evidence-based practice focus model **professional evaluative practices, critically interpret results, and identify appropriate outcomes to guide decision-making**. Advanced practitioners navigate between evaluation methodologies and tools to determine best fit for unique client circumstances that occur across systems (e.g., change agent, client, target, action). Advanced practitioners can **communicate evaluation design, method, strategy rationale, and outcomes** to multiple constituent groups.

New Outcomes:

Program Learning Outcomes <i>(Competency)</i>	Student Learning Outcomes <i>(Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Adv Competency 1: Demonstrate Ethical and Professional Behavior	C1.D1. Demonstrate the capacity to navigate complex ethical issues to arrive at ethically informed decision-making in interdisciplinary contexts.	Required Reading Responses
	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, strive to shift society's narrative of the profession and promote advocacy in systemic justice issues.	ADEI Training Literature Review
	C1.D4. Provide leadership on the necessary roles of a social worker within an interprofessional practice and identify the roles of other professionals.	Logic Model Presentation
Adv Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	C2.D2. Promote a society where all individuals experience physical and psychological safety and security.	Required Reading Responses Literature Review
	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.	ADEI Training Literature Review
Adv Competency 3: Engage Anti-Racism, Diversity,	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.	Required Reading Responses ADEI Training

Equity, and Inclusion (ADEI) in 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.	Mock Grant Proposal
Adv Competency 5: Engage in Policy Practice	C9.D2. Understand the impact of professional use of their roles and responsibilities on program effectiveness.	Required Reading Responses
Adv Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	C9.D1. Evaluate practice, critically interpret results, and examine outcomes to identify implications at the personal, institutional, and public and social policy levels to guide decision-making.	Logic Model Presentation Mock Grant Proposal
	C9.D2. Understand the impact of professional use of their roles and responsibilities on program effectiveness.	Required Reading Responses Literature Review

	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 ²³	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 ult y	S e n i o r 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

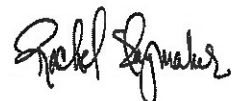
² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

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.

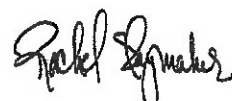
⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the “provost-proposed” routing on the chart.

Updated 8/1/2023

Department/School(s)

	11/11/24
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Chair Signature	Date
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	11/11/24
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Chair/Program Director Signature	Date
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	College Academic Council(s) 12/02/2024
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Chair Signature	Date
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Chair Signature	Date
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	Dean(s) 12/03/2024
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Signature	Date
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Signature	Date
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Teacher Education Council

Signature	Date
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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
