

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 329

or Degree Plan(s):

Rationale: We propose changing the name of the course from *Diversity Power and Oppression* to *Diversity Equity and Belonging in Practice* in keeping with current trends in the field and to be more consistent with course content. We also propose changing the catalog description and the course SLOs to be consistent with the requirements of CSWE accreditation standards. The terms need to be updated to align with current offerings and demand. See catalog track changes:

SOCW 329 - Diversity Equity and Belonging in Practice ~~Diversity, Power, and Oppression~~

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: ~~Spring~~ Fall and Spring

Exploration of the knowledge base for practice with diverse groups, exploring theory, context, and current issues. Although institutional racism and sexism are the main thrust, the course also examines the implications of exclusion for other populations, including ethnic groups, older persons, LGBTQ+ community, and those experiencing disability.

~~A foundation for the understanding of the nature, character and consequences of being excluded from available opportunities and services. Although institutional racism and sexism are the main thrust, the course also explores the implications of discrimination for other special populations, including ethnic groups, older persons, and the disabled.~~

Current SLOs:

1. Understand how diversity and difference characterize and shape the human experience and are critical to the **formation of identity**. [assignments: homework, community meeting experience, cultural awareness podcast, advocacy organization presentation. Competency 1,2,6]
2. Understand that, as a consequence of difference, a person's **life experiences** may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. [assignments: homework, community meeting, cultural awareness podcast. Competency 2]
3. That the dimensions of diversity are understood as the **intersectionality of multiple factors** including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. [assignments: homework and cultural awareness podcast. Competency 1,2]
4. Understand the **history, forms, and mechanisms** of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. [assignments: homework and advocacy organization presentation. Competencies 2,3]
5. Demonstrate the recognition and management of **personal values** and the distinction between personal and professional values and ethics. [assignments: homework, LGBTQ+ response, cultural awareness podcast. Competency 1]

Demonstrate an understanding that *every person regardless of position in society has fundamental human rights*, and that the roles played by advocacy groups function to minimize barriers to opportunities and

services for populations who experience discrimination [assignments: homework, advocacy organization presentation. Competency 2,3]

Proposed SLOs:

Primary Program Learning Outcome(s) (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Understand how oppression impacts human experiences practice at the individual, family, group, organizational, and community levels. 3.1	Participation/Reflection paper(s)
	Understand how diversity and intersectionality shape human experiences and identity development.	Intersectionality sharing/book report
	Gain self-awareness related to privilege and cultural humility and, in turn, activate cultural humility in service to diverse populations.	Cultural awareness podcast/Community meeting
	Understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.	Participation/reflection paper(s)
	Recognize and manage personal values and the distinction between personal and professional values.	Cultural awareness podcast/LGBTQ+ reflection
	Use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.	Participation
	Self-reflect and understand on how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.	Cultural awareness podcast/LGBTQ+ reflection

	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	S en 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

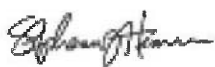
Department/School(s)



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
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Provost

Signature	Date
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University General Education Council

Signature	Date
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University Faculty

Abilene Faculty Senate Chair signature	Date
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Dallas Faculty Council Chair signature	Date
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Senior Vice President for Academic Affairs

Signature	Date
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President

Signature	Date
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