

**CALIFORNIA STATE UNIVERSITY, FULLERTON  
COLLEGE OF HEALTH AND HUMAN DEVELOPMENT  
DEPARTMENT OF HUMAN SERVICES  
BACHELOR OF SCIENCE IN HUMAN SERVICES PROGRAM**

**SELF-STUDY REPORT FOR REACCREDITATION  
2020**

**SUBMITTED TO**

**THE COUNCIL FOR STANDARDS IN HUMAN SERVICE EDUCATION**

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## CERTIFICATION OF SELF-STUDY

Include a pdf copy of the original signed Certification Page of the Self-Study. The program should retain and maintain the original until the next accreditation cycle.

**Certification of Self-Study of:**

Program Name: Bachelor of Science in Human Services  
Department Name: Human Services (HUSR)  
College Name: College of Health and Human Development (HHD)  
Institution Name: California State University, Fullerton




**Self-Study submitted for accreditation approval to the Council for Standards in Human Service Education On (date):**

**The Department of Human Services hereby requests accreditation for the following degree(s):**

Bachelor of Science in Human Services

**This self-study is submitted in request of reaccreditation beginning June 2022. Initial accreditation was granted in 1983.**

I hereby certify that I have reviewed the attached self-study and that it fairly and accurately represents the above stated program and curriculum:

	Date
James Ruby, Ph.D., Department Chair	
<hr/>	
	2/2/22
Cynthia Greenberg, DNSc, Interim Dean of Health & Human Development	Date
<hr/>	
	2/2/22
Carolyn Thomas, Ph.D., Provost & Vice President for Academic Affairs	Date



**Council for Standards in Human Service Education**  
**Self-Study for California State University, Fullerton**  
BACHELOR OF SCIENCE DEGREE IN HUMAN SERVICES

**Required Self-Study Introductory Information**

**A. Required Introductory Material: General Introduction to the Program**

1.	<p><b>Specify the degree(s) offered for which accreditation is being sought.</b></p> <p><b>Bachelor of Science in Human Services</b>  Human Services is an undergraduate major which emphasizes the interrelationship among theory, research, and practice for purposes of understanding and improving the conditions of individuals, groups, families, and communities. As an applied, pre-professional program, the major represents a blending of both the strengths of the liberal arts tradition and the preparation for the professions, encompassing a blend of theory and practice. The program is interdisciplinary and provides both the academic and practical background needed by students seeking a career in human services. In addition to providing students with a knowledge base in the behavioral and social sciences, Human Services teaches specific methods and offers structured internship environments for examining and applying this knowledge. The program promotes student discovery through critical self-reflection and knowledge-building for improving the functioning and promoting the well-being of individuals and of society. A Bachelor of Science degree requiring 54 units in Human Services has been offered at California State University, Fullerton (CSUF) since Fall semester, 1972. In addition to the courses offered by Human Services, core courses for the major are drawn from Child and Adolescent Studies, Psychology, and Sociology. The Human Services major offers undergraduate preparation for further study and careers in mental health and counseling, social work, community organization and planning, policy analysis, administration of human services agencies, addiction studies, aging studies, and elementary education.</p> <p>The CSHSE Self-study Reaccreditation report describes in detail the Human Services Department program, history, curriculum, program budget, student demographics, faculty and staff resources, program evaluation assessments and results, and university policies and procedures. The documentation of the CSUF Human Services Department in this self-study demonstrates congruence with the high quality standards for Human Services programs required by the CSHSE for accrediting Human Services programs.</p>
2.	<p><b>Describe the institution.</b></p> <p>a. Describe the organizational structure, whether state or private, age of institution, brief history, and so on.</p>

**Response:**

California State University, Fullerton is a major regional university in a vital, flourishing area that includes Orange County, metropolitan Los Angeles and the expanding Inland Empire. The beautiful, 236-acre campus is located in Fullerton, CA, in north Orange County, about 25 miles from downtown Los Angeles and about 21 miles from nearby beaches.

CSUF has more than 40,280 students and approximately 832 full time- and 1283 part-time faculty members. The University offers 110 degree programs in eight colleges.

Accredited by the Western Association of Schools and Colleges, CSUF is fourth in the nation for the number of bachelor degrees awarded to minority students and first in California for the number of bachelor degrees awarded to Hispanics.

In 1957, CSUF became the 12th State College in California to be authorized by the Legislature as a degree-granting institution. The following year, a site was designated for the campus to be established in northeast Fullerton. The property was purchased in 1959. This is the same year that Dr. William B. Langsdorf was appointed as the founding president of the school.

Today, CSUF is a comprehensive, regional university with a main campus that consists of 29 permanent buildings, a picturesque 26-acre Arboretum and student residence halls. The campus also features the Student Recreation Center, a \$40.6-million, two-story 95,000-square-foot facility located west of Titan Gym.

The University is one of 23 campuses in the California State University system. Since the campus opened, CSUF has awarded degrees to more than 250,000 graduates. Many are leaders in business, government, education and the arts.

***California State University Fullerton Mission:***

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge.

Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.

- b. Describe the institutional context of the Program. For example, include organization charts and structure, goals, and objectives. What levels of degree are offered by the institution? For large programs with multiple sites, organizational charts are extremely helpful to the readers.

**Response:**

The College of Health and Human Development (CHHD) is comprised of the Department of Human Services and five other departments (Counseling, Child and Adolescent Studies,

Health Sciences, Kinesiology, Social Work). In addition, CHHD includes the School of Nursing and the program of Military Science. The Human Services Department Chair reports directly to the Dean and two Associate Deans of the CHHD (please see the Attached CHHD Organizational Chart).

The CHHD is one of eight colleges in the University that report to the Provost and Vice President of Academic Affairs and the President of the University.

*Attachment 1: CSUF Academic Affairs Organizational Chart*

*Attachment 2: CSUF College of Health and Human development organization chart*

### **CSUF MISSION**

California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.

### **VALUES**

**Student success:** We educate confident, innovative, and culturally competent Titans who continuously adapt to meet and exceed new workforce demands, social justice challenges, and community service opportunities.

**Scholarly and creative activities:** We cultivate and promote the collaborative exchange of ideas through rigorous academic and creative activities.

**Diversity, equity, and inclusion:** We commit to our rich diversity by increasing culturally proficient and equity-minded practices across all campus communities.

**Civic engagement:** We encourage free expression, both as a right and a responsibility, and aim to inspire all Titans to be informed, active, and engaged citizens.

**Collegial governance:** We embrace inclusivity, consultation, collaboration, and transparency to bring all Titans into the deliberative process that shapes our communities, challenges our beliefs, and addresses the needs of a diverse global society.

**Integrity:** We act from a foundation of ethical principles and through the cultivation of strong character.

**Service to the region:** We provide a place and space for the region's current and future leaders to grow and develop in ways that inspire them to better serve our communities.

### **COLLEGE OF HEALTH AND HUMAN DEVELOPMENT**

The College of Health and Human Development's strategic plan is a roadmap created to guide the College's priorities over the next five years. It was developed through a collaborative, inclusive, and transparent process. The plan builds on the College's strengths and previous achievements and sets forth new objectives and strategies under four key goals.

### **VALUES**

The College of Health and Human Development values diversity and inclusion, collaboration, academic excellence, discovery, and accountability.

**VISION**

We aspire to foster future leaders committed to equitable and best practices that improve the human condition in a diverse society.

**MISSION**

Our mission is to prepare students to thrive in a globalized era in their chosen field. We provide education, conduct research, and engage diverse communities to advance human health, development, and well-being.

**COLLEGE GOALS**

Goal 1: Promote Academic Excellence and Student Success

Goal 2: Foster a Culture of Discovery and Innovation

Goal 3: Enhance College Climate and Culture of Inclusion

Goal 4: Advance the Impact of the College

**DEPARTMENT OF HUMAN SERVICES MISSION STATEMENT**

Through the application of theory, research, and self-reflection, the Human Services Department prepares students to serve diverse individuals, families and communities.

3.

**Describe the Program**

The Bachelor of Science in Human Services is a carefully articulated program providing both the academic and experiential background for the student seeking a career serving individuals, families, and the larger community. It is an application-oriented major, based on a synthesis of knowledge from the biological and social sciences and applied methodologies of prevention and intervention. Human Services graduates are prepared to respond in an informed way to identifiable needs, bringing together self-awareness, a humanistic and generalist orientation, and skill development through self-exploration, experiential activities, and field work.

a. Briefly describe the strengths of the Program and any attributes that make the Program unique.

**Response:**

The strength of the Human Services Department is the varied backgrounds of its faculty members and how each one of those faculty members performs in a variety of roles to strengthen the department’s Bachelor of Science degree which emphasizes applied learning through experience in fieldwork placements in community agencies. The focus on applied learning leads to high impact practices where students have the opportunity to have high levels of engagement with instructors, other students, and engage with the material.

The CSUF Human Services Department is interdisciplinary in terms of the academic background of the faculty who teach in it and the curriculum. The diversity in the academic and professional backgrounds of the full-time Human Services faculty includes specialization in social work, applied/public anthropology, philosophy, gerontology, marriage and family therapy, counseling psychology, clinical psychology, addiction studies, human development and family studies, and research methods and human development. Although highly



interdisciplinary, the core faculty are fully collegial and possess in common a humanistic orientation, and a sense of shared history in keeping with the tradition of the department, originally founded in 1972. The faculty's cohesiveness across academic, ethnic, and gender differences is exemplified in our clearly articulated department mission and goals.

HUSR faculty have learned to function in a variety of roles. A few of the multiple roles that core faculty perform in a typical work-week include: professor, program planner, student evaluator, researcher, scholar, writer, tutor, mentor, consultant, private practitioner, and public relations person who does outreach to high schools, community agencies, and community colleges. The typical full-time faculty member teaches four courses, schedules office hours each week, spends time in reading and preparing for seminars and lectures, creates innovative course materials inclusive of on-line modalities, keeps up with his or her own professional specialization as well as keeping abreast of current trends and practices in the human services field, meets with students individually to offer advice and extra help with class work, supervises independent study projects, is assigned to one or more departments, college, and university committees, attends meetings, maintains his or her own professional development, undertakes scholarly work (including publishing, research, presenting at professional conferences), and is deeply involved in numerous projects related to the welfare of the department, such as the highly active Human Services Student Association (HSSA).

In keeping up with their professional specializations, faculty attend professional conventions and conferences, participate in workshops and other programs available through professional organizations, and attend in-service training sessions available on campus. Some faculty have completed graduate training programs for advanced training or for developing another professional specialization.

The full-time faculty are supplemented by part-time faculty who are professionally active in human service agencies in the community. The part-time faculty enrich the department's curriculum with contacts in their professional networks that students actively utilize and from which they benefit. HUSR faculty are also supported by excellent, enthusiastic, and collaborative support staff.

As a result of the department's strong connection with the community, the HUSR faculty and students are well known and respected. The large number of transfer students into the HUSR major and minor reflects this fact. In addition, students are well received in field placements, jobs, and in graduate schools. Our graduates have reported that our generalist human services degree with its blend of theory and self-reflective experiential learning has enabled them to excel in their professional development.

About half of HUSR graduates enter graduate programs in social work, counseling, psychology, public administration, and education. Those that choose to work in the field before attending graduate school hold positions as probation officers, outreach workers, case managers, and residential treatment workers, group counselors, behavioral specialists, and many other entry level positions.

HUSR is the only undergraduate degree at CSUF that requires three semesters of fieldwork, giving our students an edge in a competitive job market. We have been the leader on our campus for introducing service learning and internships among paraprofessionals. We are the only major that has our own approved internship directory of over 180 community agencies for our over 800 students to choose from for their 120 hours per semester of fieldwork. Other

Departments on campus have used our model to create their own typically one semester of fieldwork using the University wide internship system.

One of our biggest strength on this campus is our advisement model. We have very high retention and graduation rates, particularly with nontraditional, minority, and pell grant students. In fact we have a 0 gap between underrepresented and non-underrepresented students. This is due to our humanistic, personalized advisement model. We have created our own study plan, offer individualized advisement when needed, offer advice on general education as well as major requirements, and perform detailed analysis of student coursework needed to graduate in a timely manner. This personal touch has been instrumental in ensuring that the many first generation students have a mentor to guide them through the bureaucratic web from the moment they arrive until they graduate. Research has shown this to be vital for this student population in particular which makes up about 82% of HUSR students.

Lastly, we have been reaccredited by the California Association for Alcohol/Drug Educators (CAADE) on 8/30/2019. This accreditation is good for 5 years through 8/30/2023. This accreditation supports our students in the Addiction Studies concentration that wish to sit for the State Examination to become Certified Addictions Counselors.

*Attachment 3: CAADE Accreditation*

b. Describe institutional course requirements for all students and explain how they prepare students for study in the human services program.

**Response:**

Students majoring in Human Services are required to complete a minimum of 48 semester units of general education, which must include at least nine units of upper-division course work taken after the student has achieved junior standing.

The students are required to fulfill their general education courses in order to expand the knowledge, skills and application of concepts in math, sciences, communication, liberal arts, humanities and social sciences to enhance the overall education of the student. The foundation of the general education courses promotes the capacity for the Human Services student to integrate theory and practice in serving the community.

***Core Curriculum Requirements for All students***

A distinctive mark of the Human Services curriculum is the self-reflective and applied learning experience through core classes and fieldwork placements in community settings.

The Human Services major leads to a Bachelor of Science degree, and requires 54 units (21 units are required for a minor). There are 36 units that make up the core courses that meet the standards set forth by the CSHSE. Additionally, students must complete 18 units of elective courses. Starting with the Fall 2020 catalog, students must choose either the Generalist Bachelor of Human Services electives, or one of three Concentrations: Mental Health, Addiction Studies, or Elementary Education.

Overall, the Human Services major offers undergraduate preparation for further study and careers in mental health and counseling, social work, addictions counseling, community organization and planning, policy analysis, administration of human services agencies, gerontology, and elementary school teaching. Attachment 3 shows the guidance given to students regarding their study plan. Attachment 4 shows the Roadmap offered to students as required by the University.

Since the vast majority of our students are transfer students, we have articulated certain courses for these students to transfer into the major. Attachment 5 shows these articulated courses. Additionally, the University has required all programs on campus to create Roadmaps for students leading to successful graduation which can be found in attachment 4.

*Attachment 4:* Highlights of the Human Services Major Catalog years 2019 and before with tracks; Highlights of the Human Services major catalog years 2020 and beyond with concentrations; Human Services Minor study plan

*Attachment 5:* Roadmaps for Bachelor of Science Degree in Human Services

*Attachment 6:* Articulation Agreement with Community Colleges

Include other background information that may be pertinent.

**Response:**

One of the most common issues facing new students entering the University has to do with understanding the system for enrollment, registration, submitting grad checks, changing majors, adding minors, and understanding how to interpret the titan Degree Audit which lets them know where they stand in terms of achieving proper credits. The Road Maps were created to guide this process, but even those are often not understood clearly by students. An advisor regularly visits all HUSR 380 courses (a mandatory portal courses that may not be transferred over from Community College) to present how to manage the system and navigate the University policies. Additionally, an advisor conducts live grad checks in which all students planning to graduate must attend a session in which the graduation requirements and other policies are thoroughly explained in person. We have created a new website in which policies are thoroughly explained about fieldwork and other requirements. These instructions as well as the Fitness for Profession Document are posted in clear site on the bulletin board outside the main office as well as on the Department Website. Now, the only issue is getting students to read. We send regular email blasts to all students and faculty when policies change. This helps students and faculty understand things such as withdrawal policies, adding classes, dropping classes and new policies for fieldwork required to maintain accreditation. We have placed our fieldwork forms online and fieldwork placements are done only with approved agencies that are monitored every year by our Fieldwork coordinator. Removal of paperwork has given her more time to conduct the required agency evaluations.

**Changing Enrollment patterns:**

Enrollment has been steadily increasing in the past 5 years. The University has been accepting and admitting more students every year. The University has gone from 19,000 students in the 1970s to over 40,000 in the 2000s. Our Department has benefitted from this increase as more

students are admitted every year. Also, students used to be admitted only in the Fall, but now about 75 students are also admitted for Spring semesters. The Department of Psychology has begun referring students that wish to be counselors to Human Services because they are very impacted, thus increasing our majors. There has also been an increase in Minors since many students realize that they aren't learning skills related to their career goals in traditional psychology and sociology programs. There has been a trend toward fieldwork experiences for the newest generation of college students. Research has shown that "Centennials" are motivated when their college experience seems to be related to their career goals, and Human Services is the role model of how to teach like this. This past year, our target FTES for Fall was 520 and we achieved 524 at 101% target met. For Spring 2020, the target FTES was set at 520 and we achieved 542, which is 104%.

### **Marketing Strategies**

We continue with our outreach program with local community colleges and high schools to inform students and counselors of the degree and what it offers. Additionally, our 3 General Education classes, HUSR 380, 350 and 300, often bring students from other majors on campus to our Department either as a new major or a minor.

The updating of our Website with clearly defined aspects of our program have allowed prospective students to learn about our program easily. Since we do offer an entirely online degree, anyone in California can access our classes, so this brings in a few students as well.

Also, because we offer courses required by various Master level programs in the area, students find our undergraduate degree useful in preparation for those graduate programs.

### **Institutional or Curricular Restructuring**

#### *On-line BS Degree*

The Human Services Department has successfully implemented an online BS Degree in Human Services offering most courses in the HUSR curriculum as an alternative to the traditional classroom. The BS Degree has been accredited by WASC requirements in formalizing the BS in Human Services as a generalist degree.

#### *Refined Student Learning Outcome Assessment*

The HUSR Department continues to objectively assess student learning outcomes. The HUSR Assessment Plan has been refined and faculty are proceeding with the assessment of the student learning goals and outcomes. This learning outcome chart will be provided below.

#### *Changing from Tracks to Concentrations*

The most notable change has come about starting Fall 2020. Due to an Executive Order by the Cal State system Chancellor, all programs were required to eliminate the "Track" system and either move to Concentrations, or Options or just offer a general degree. The Human Service Department has successfully modified the track approach into concentrations and it has been approved to begin Fall 2020 for all new incoming students. Any student admitted prior will still operate under the prior "track" system. The faculty have determined that there will be four ways to graduate with a Major in Human Services: 1.) A General degree with no concentration. Those opting for this category will take the required 36 units and any 18 units

of electives from the list of options; 2.) Concentration in Mental Health; 3.) Concentration in Addiction Studies; or 4.) Concentration in Elementary Education. The prior system was to offer six tracks: 1.) Mental Health (by far the most popular); 2.) Administration and Community Practice; 3.) Substance Abuse Treatment and Prevention; 4.) Elementary Education; 5.) Gerontology; or 6.) Persons with Disabilities. One major change is that if a student chooses a concentration, it will be named on the degree and transcript whereas the track was never named on either. We renamed the substance abuse track to Addiction Studies due to trend in the field and requirements of CAADE. Student in the general option can take 18 units of electives from the list of courses of any of the former tracks and will be advised to take certain courses related to their career goals. (Review Attachment 4).

4. **Interim Report and Review and Reaccreditations only**

a. Include a copy of the letter from the Vice President of Accreditation (VPA) sent at the time of the prior accreditation notifying the Program of the disposition of the application for accreditation.

**Response:**

See Attachment 7: Correspondence with CSHSE

Describe how each condition in the VPA letter has been addressed.

**Response:**

**Standard 21J:** We have revised the way we contact supervisors and made site evaluations. Each instructor of a fieldwork course now follows a standardized model for contacting the supervisors for each student. They must conduct either a SKYPE call from computer or a Facetime call on their phones or some other process such as ZOOM etc. The instructor contacts every supervisor for every student each semester to discuss progress and any issues. Additionally, if a supervisor wishes to speak to the instructor, they may initiate this type of contact as well. Instructors submit the contact log to the fieldwork coordinator who then stores them. They will be included in this accreditation packet.

There was also a requirement for the Department to increase site visits each semester. We changed the process for this as well. Our part time fieldwork coordinator (20 hrs a week) now almost exclusively spend her time conducting site visits in the field. She created a new form to expedite the evaluations which will be included as will all of the site visits, in this accreditation packet. She also visits any site for which an instructor or student has a complaint. If she has evaluated the agency and decides they are inappropriate for our students, they are taken off our agency directory. Our agency directory is now all online and we have utilized the IT support in our College to create an online fieldwork system that has reduced paperwork and workload for the fieldwork coordinator so she can do the site visits. She also uses one of our students to be her intern and the interns performs appropriate human service duties with other students such as advising and she also helps coordinate fieldwork day. In this way, our coordinator now has time to visit the bulk of our agencies each year. We have about 150 agencies for her to visit, so the percentage has gone up considerably and will be discussed later. To help keep

the agency amount to a manageable amount, we also stopped allowing students to petition any agency they wanted. They all now must only use agencies that have been approved prior. The criteria for accepting an agency has changed. They must provide resume of supervisors, show proof of liability insurance and be willing to accept at least 3 student interns a semester. They must attend fieldwork day and orientation as well. We are always in the process of updating our website and the electronic forms and processes and we have recently transitioned all fieldwork forms to an electronic format.

The other recommendation was **Standard 21:** Explore the ratio of faculty to number of fieldwork students. Due to budgetary issues, we must have a student faculty ratio of 25:1 for all of our courses. At times it may be a higher ratio so that our students can graduate on time. Our students receive individualized advisement regularly and utilize office hours for extra contact with our faculty. Our fieldwork classes are 2 hours long and because there is no lectures, the entire time is spent on supervision.

The other recommendation had to do with an error free self-study and to submit everything the first time around which we will do for sure. The entire full time professoriate helped guide this accreditation and are strong stakeholders in the Department.

We have updated our Fitness for Profession process and document which is now displayed on our bulletin board outside the main office and is on our website. We have elected each year, a support team to meet with students referred by instructors and the chair for evaluation for fitness.

d. Describe any major program changes since the prior accreditation.

**Response:**

The most important program change has been the elimination of advisement tracks and the implementation of Concentrations as discussed above. This was done due to a mandate from the chancellor's office. Students will now have the option to choose either a General Bachelor of Science degree in Human Services and can select from many courses to fulfill the 18 units of electives or choose the required 18 units from one of three concentrations: Mental Health, Addiction Studies, or Elementary Education. Addiction studies was renamed due to the trend in the field and the requirements of CAADE.

We have also changed a few prerequisites and cleaned up the ability for students to use HUSR 490: Practicum in Group Leadership as an Internship/fieldwork course. Those students will now follow the same protocol as all other fieldwork agency students do and the instructor will follow the same protocol as others as well.

e. Describe any major curriculum changes since the prior accreditation.

**Response:**

	There have been no curriculum changes other than those stated in C above.
5.	<p><b>If the Program is delivered at multiple sites:</b> Not Applicable (N/A)</p> <p>a. For each site:</p> <p>1. Describe the physical location and any unique characteristics. <b>Response:</b> N/A</p> <p>2. Identify the faculty, directors, and staff. <b>Response:</b> N/A</p> <p>3. Describe the student population. <b>Response:</b> N/A</p> <p>b. Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites. <b>Response:</b> N/A</p>
6.	<p><b>Hybrid or Online Course Delivery:</b> If more than 50% of required human service courses are offered in a hybrid/online format, the Program must:</p> <p>a. Provide a narrative and documentation which assures compliance with all Standards and Specifications <b>Response:</b></p> <p>b. Document how they assure that students enrolled in the program or course(s) are who they say they are <b>Response:</b></p> <p>Students may not gain access to online courses without their campus wide identification number and university provided login information. For examinations, CSUF has a Proctorio account. Proctorio views each proctored exam, online or in-person, ensuring that a student is completing their work on their own, in a private location.</p> <p>c. Demonstrate that common learning outcomes/objectives exist for both face- to- face and hybrid/online delivery. <b>Response:</b></p> <p>The syllabi for the online courses and learning outcomes and objectives are identical to those offered on campus except for explanations on how to use the websites, ethics with online courses and online etiquette unique to online courses. Students are instructed related to how to obtain support from Information Technology on campus via phone and email support. Syllabi will be attached for all online courses.</p>

d. Provide documentation that the program provides adequate technical training and support for students and faculty.

**Response:**

Faculty that teach online classes have all been trained by the University's Faculty Development Center on campus and are regularly re-trained when new processes arise. Students are invited, and encouraged, to Informational Technology support.

Information Technology Faculty & Staff Services: <http://www.fullerton.edu/it/services/>

Information Technology Student Services: <http://www.fullerton.edu/it/students/>

**B. Include a glossary of terms as they are used in the self-study and Program materials (e.g., appendices) to provide clarity for the self-study readers.**

**Terms**

CAADE	California Association for Alcohol/Drug Educators ( <a href="https://dev.caade.org/">https://dev.caade.org/</a> )
CAS	Child and Adolescent Studies
CHHD	College of Health and Human Development ( <a href="http://hhd.fullerton.edu/">http://hhd.fullerton.edu/</a> )
CSUF	California State University, Fullerton ( <a href="https://www.fullerton.edu/">https://www.fullerton.edu/</a> )
DIEP	Diversity, Inclusion, and Equity Programs ( <a href="https://hr.fullerton.edu/diep/">https://hr.fullerton.edu/diep/</a> )
FTEF	Full Time Equivalent Faculty means a full time faculty position. One FTEF may be occupied by a single full time faculty member or it can be divided among several faculty members, each working part-time. Teaching a standard three-unit course requires .20 FTEF. Thus, five three unit courses is 1.0 FTEF.
FTES	Full time Equivalent Student refers to a hypothetical student enrolled in 15 units. Five students, each enrolled in three units, constitute one FTES; one student enrolled in 15 units also constitutes one FTES. A three unit class with 25 students enrolled generates five FTES.
HIP	High Impact Practice(s)
HUSR	Human Services Department ( <a href="http://hhd.fullerton.edu/husr/">http://hhd.fullerton.edu/husr/</a> )
HSSA	Human Services Student Association
PLO	Program Learning Outcomes
PPR	Periodical Performance Review required by the University on a five-year cycle. Departments with accreditation self-study requirements do not write PPRs
PSYC	Psychology
SFR	Student Faculty Ratio, the assigned relationship between FTES and FTEF. Multiplying the FTEF allocation by the SFR equals the FTES target.
SOCI	Sociology
SOQ	Student Opinion Questionnaire
Target	A department's enrollment target is the number of FTES a department is expected to enroll in a given semester or academic year. The California State University (CSU) system negotiates an overall target with the governor and legislature and



each of the 23 Universities in the CSU system are assigned a target. And within each University, each college is assigned a target and then each department is assigned an enrollment target.

WASC Western Association of Schools and Colleges, the accreditation institution for the University on a ten-year cycle. (<https://www.acswasc.org/>)

# I. GENERAL PROGRAM CHARACTERISTICS

## A. Institutional Requirements and Primary Program Objective

**Context:** There is strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities.

**Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.**

**Specifications for Standard 1:**

a.	<p>The program is part of a degree granting college or university that is regionally accredited.</p> <p><b><u>Response:</u></b></p> <p>California State University, Fullerton (CSUF) is accredited by the Western Association of Schools and Colleges (WASC) - Senior College and University Commission. CSUF received its first accreditation in 1961, and most recently received reaffirmation of accreditation in 2019. CSUF’s WSCUC Accreditation Liaison Officer (ALO) is Dr. Su Swarat, Associate Vice President for Institutional Effectiveness.</p> <p>The WASC Accreditation updates and report is contained on the University webpage:  <a href="http://www.fullerton.edu/accreditation/university/">http://www.fullerton.edu/accreditation/university/</a></p>
b.	<p>Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration.</p> <p><b><u>Response:</u></b></p> <p>The Human services Department promotes the development of competent human services professional as evident in our description of the program, mission statement, Learning Goals and Student Learning Outcomes, teaching methodologies, department website and promotional materials: “Highlights of the Human Services Major” and the Bachelor of Science in Human Services at CSUF. The attachment and websites below elaborate on this accreditation element.</p> <p><i>Attachment 4: Highlights of the Human Services Major</i>  <i>Human Services Website:</i> <a href="http://hhd.fullerton.edu/husr/">http://hhd.fullerton.edu/husr/</a>  <i>Human Services Learning Goals:</i> <a href="http://hhd.fullerton.edu/husr/aboutus/learninggoals.php">http://hhd.fullerton.edu/husr/aboutus/learninggoals.php</a>  <i>Human Services Top 10 Highlights:</i> <a href="http://hhd.fullerton.edu/husr/aboutus/top10.php">http://hhd.fullerton.edu/husr/aboutus/top10.php</a>  <i>Exploring Human Services:</i> <a href="http://hhd.fullerton.edu/husr/degree/index.php">http://hhd.fullerton.edu/husr/degree/index.php</a></p>
c.	<p>Articulate how students are informed of the curricular and program expectations and requirements prior to admission.</p> <p><b><u>Response:</u></b></p>

	<p>Information is disseminated to students through a variety of mechanisms. The following is a list of the ways in which the Human Services Department disseminates information to students both internally and externally:</p> <ul style="list-style-type: none"> <li>• Academic advisement is available for day and evening students</li> <li>• Syllabi and outlines via school curriculum committee to instructors</li> <li>• Department Website</li> <li>• Student Portal communications from the University, the College, and/or the Department</li> <li>• Mass e-mail to students by the Department</li> <li>• Fieldwork Office Website</li> <li>• Prior CSHSE Reaccreditation Documentation</li> <li>• In person or recorded classroom presentations in general education courses detailing the requirements (both fieldwork and HUSR major info), targeting undeclared students</li> <li>• Marque (outside the TSU) that advertises Fieldwork Day</li> <li>• Fieldwork Day flyer posted on the flat screen TV in the food court and in the Education Classroom Building</li> <li>• Tabling and promoting Human Services at the annual University's Welcome to Fullerton Day in April of each year</li> <li>• Presentations at local Community Colleges related to the major and its requirements</li> </ul>
<p>d.</p>	<p>Provide a brief history of the program.</p> <p><b><u>Response:</u></b></p> <p>When the Human Services Program was established in 1972, it had a relatively specific focus that emphasized individual mental health functioning. The primary emphasis during the early years was on the personal development of the human services worker. We assumed that in order for students in the major to help others effectively, it was essential that they examine their own personal issues and values. The assumption was that paraprofessionals could not successfully facilitate growth and change in others unless they had explored their own lives.</p> <p>Today, nearly 50 years later, the emphasis on self-awareness of the helper remains. In addition, human service educators have been challenged by changing events in our country and internationally to broaden the curriculum and to address a diversity of approaches in meeting the needs of client populations. Changing demographics, social problems, the increase of managed care programs, and changing technology have challenged human services educators to expand their curriculum and methods of teaching. Over the years, the Human Services Department has widened its focus placing increasing emphasis on helping students to examine their self in relation to the interrelationship between theory, research, and practice for addressing the needs and problems of individuals, families, groups, and communities.</p> <p>In the early 1980s the Human Services faculty examined the assumptions of the major and launched an intensive self-study that resulted in expanding its foundations. As a result of this two-year program review (from 1981 to 1983), the major was strengthened, providing a solid conceptual framework and a stronger theoretical base. Research and statistics courses were added to the core curriculum to provide students with additional tools for inquiry. The major still retained its interdisciplinary focus by virtue of the faculty's academic background and research interests and the core courses of the major.</p> <p>From 1983 to 1993, the Human Services faculty recognized the need to continually examine the philosophy and structure of the curriculum, largely due to the economic and social changes in the</p>

	<p>Orange County population. In 1993 the Department of Human Services conducted an in-depth Program Performance Review (PPR). Following this review, the Human Services Department incorporated changes into the program. Beginning with the fall of 1993, the advisement tracks were redesigned and streamlined into four general tracks: (1) the mental health track (which focuses on counseling or social work), (2) the community agency and organizational practice track (which focuses primarily on administrative and community concerns), (3) elementary education, and (4) an individualized advisement track. Individualized tracks are permitted under a specific set of conditions. Individualized tracks require exceptionally close work with a faculty adviser and are subject to review and approval by the Department. In 1995, the Human Services Program was granted departmental status. Some examples of individualized tracks include topics such as juvenile delinquency and family violence.</p> <p>In the spring of 1999, the Department of Human Services established an educational partnership with the Orange County Department of Social Services. This partnership recognized the needs of Orange County Social Services and its front-line workers, as well as the need for culturally competent human service professionals. During the budget crisis of 2008-2011 this partnership had to be phased out, at least temporarily. In the fall of 2015, the partnership was reestablished to foster a continued relationship with the HUSR department to meet the educational needs of the Social Services employees. Each semester, an orientation is conducted at the Social Services agency locations to recruit employees into the HUSR program.</p> <p>Today the department has phased out tracks and has developed concentrations, which are displayed on student diplomas upon graduation. The concentrations are general human services, mental health, additions, and elementary education. The experiential and introspective dimensions that initially made the major attractive remain, supplemented by an increased emphasis on social and cultural factors affecting human behavior and community life. There is also greater focus on ways in which human services agencies are structured, how they function, and how best to deliver services to culturally diverse populations.</p> <p>We have established close working relationships with approximately 143 agencies, which provide internship and fieldwork experience, and provide a major source of undergraduate preparation and networking for the Orange County area.</p> <p>Faculty and students are well respected; students are well received in placements and in graduate schools. Graduates have reported that our blend of theory and experiential learning, skill development, and self-reflection, has enabled them to excel in their professional development. About half of the Human Services graduates go immediately on to graduate school. Our graduates typically attend graduate programs in social work, counseling, psychology, public administration, and education. Those who choose to work in the field before attending graduate school hold positions such as child protective service workers, probation officers, outreach workers, case managers, and residential treatment workers. Many of our graduates accept paid positions immediately upon graduating from our program. Many of these professionals too will complete graduate studies.</p>
e.	<p>Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.</p> <p><b><u>Response:</u></b></p>

	<p>The Human Services program at CSUF presently has approximately 750 majors, with approximately 84% reporting their gender as female. Between 63 and 70% of the majors report their ethnic identity as Hispanic/Latino and approximately 78% attend full-time. The number of degrees awarded and grade point averages are reported, along with significantly more student population data, on attachment number 10.</p> <p><i>Attachment 8: CSUF Human Services Student Population Data</i></p>
f.	<p>Provide a complete program description, courses required, time to completion, and other program details.</p> <p><b><u>Response:</u></b></p> <p><b>Complete Program Description Overview</b>  The Human Services Department prepares students with the competencies and skills in order that they may contribute to and serve the community in the areas the human services. As an applied, pre-professional program, the major encompasses a blend of theory and practice. The program is interdisciplinary and provides both the academic and practical background needed by students seeking a career in human services. Human services workers may provide direct services to clients, supervise personnel, administer programs and develop policies, and /or deliver support services to professional staff.</p> <p><b>Courses Required</b>  <i>General Education Requirements</i>  Students majoring in Human Services are required to complete a minimum of 60 semester units of general education, which must include at least nine units of upper-division course work taken after the student has achieved junior standing. General education domains include:  Area A - Core Competencies (9 units)  <ul style="list-style-type: none"> <li>• A.1 Oral Communication</li> <li>• A.2 Written Communication</li> <li>• A.3 Critical Thinking</li> </ul> Area B - Scientific Inquiry &amp; Quantitative Reasoning (12-13 units)  <ul style="list-style-type: none"> <li>• B.1 Physical Science</li> <li>• B.2 Life Science</li> <li>• B.3 Laboratory Science</li> <li>• B.4 Mathematics/Quantitative Reasoning</li> <li>• B.5 Implications &amp; Explorations in Natural Sciences &amp; Math/Quantitative Reasoning</li> </ul> Area C - Arts &amp; Humanities (12 units)  3 units from C.1; 3 units from C.2; 3 units from C.3; and 3 units from either C.1 or C.2**  <ul style="list-style-type: none"> <li>• C.1 Introduction to the Arts</li> <li>• C.2 Introduction to the Humanities</li> <li>• C.3 Explorations in the Arts &amp; Humanities</li> </ul> Area D - Social Sciences (9 units)  Courses must be completed from 2 different disciplines  <ul style="list-style-type: none"> <li>• D.1 Introduction to the Social Sciences</li> <li>• D.2 American History, Institutions &amp; Values</li> <li>• D.3 Explorations in Social Sciences</li> </ul> </p>

Area E - Lifelong Learning & Self Development (3 units)  
 Area F - Ethnic Studies (3 units)  
 Overlay Z - Cultural Diversity

*Attachment 9: General Education Requirements at CSUF*

The general education requirements, in combination with the 54 units of core courses and electives in the major or 21 units of core courses and electives in the minor, assure that graduates have made noteworthy progress toward becoming educated persons.

**Human Services Degree Course Required**

The requirements for the major consist of 54 semester units. The required core curriculum consists of 36 semester units, plus 18 semester units of advisor-approved courses related to one's anticipated professional specialization/concentration. The requirement for graduation with a Bachelor of Science degree is a minimum of 120 semester units, which includes the courses required in the major and the general education program as well.

*Existing Courses*

<u>Course Number</u>	<u>Course Title</u>
HUSR 201	Introduction to Human Services
HUSR 300	Character and Conflict
HUSR 310	Case Management
HUSR 315	Research and Data Management
HUSR 318	Human Services for Immigrants and Refugees
HUSR 350	Leadership in Human Services
HUSR 380	Theories and Techniques
HUSR 385	Program Design and Proposal Writing
HUSR 396	Practicum
HUSR 400	Ethical and Professional Issues
HUSR 410	Crisis Intervention
HUSR 411	Human Services Delivery to Diverse Communities
HUSR 412	Gerontology
HUSR 415	Treatment Issues of Drug Addiction
HUSR 416	Group Process Training Retreat
HUSR 420	Human Services Management
HUSR 425T	Intimate Partner Violence
HUSR 425T	Persons with Disabilities
HUSR 425T	Serving the Homeless
HUSR 425T	Veterans and Their Families
HUSR 425T	Human Services and Mixed Ancestry Identity
HUSR 430	Child Abuse and Neglect
HUSR 434	Physiological Effects of Alcohol and other Drugs
HUSR 435	Drug Abuse Prevention and Early Intervention
HUSR 436	Family Addiction Dynamics
HUSR 437	Co-Occurring Disorders
HUSR 450	Theory & Practice of Group Counseling

HUSR 455	Integrating Acting Exercises & Psychodrama Techniques
HUSR 465	Human Services Delivery to Latinos
HUSR 470	Program Evaluation of Human Services Organizations
HUSR 475	Human Services Policy and Practice
HUSR 480	Case Analysis and Intervention Techniques
HUSR 490	Practice and Group Leadership
HUSR 495	Field Work Seminar
HUSR 496	Internship Seminar
HUSR 499	Independent Study

*Attachment 10: Human Services Department Course Offerings*

The Human Services Department offers four concentrations within the major. Students are required to declare their concentration in consultation with a Human Service Advisor. If they do not declare one, they are automatically placed into the “General Human Services” concentration.

Concentrations include

- 1) General Human Services - recommended for students interested in Social work/Administration or other helping professions;
- 2) Mental Health - focusing on the development of skills and knowledge required in the careers related to mental health such as counseling, psychotherapy, and clinical social work. Emphasis is given to the personal development of the characteristics and qualities deemed essential for mental health professionals.
- 3) Addiction Studies - focusing on the prevention, treatment, and theoretical understanding needed to work with clients suffering from alcohol and other substance dependency and abuse. Those wishing to be eligible to become a certified Addictions Treatment Counselor with the State of California must take 21 concentration units, instead of the standard 18 required for the degree.
- 4) Elementary Education - designed for students planning a career in teaching elementary school and includes the pre-requisite courses for the CSUF multiple subject credential program. Those wishing to be eligible to apply for the multiple subject credential program must take 18 units of electives (EDEL 325 is required), and EDEL 315 (as 1 semester of Field Experience).

For further details see *Attachment 4: Highlights of the Human Services Major*

### **B. Philosophical Base of Programs**

*Context:* A benchmark of human services education and services delivery is the interdisciplinary approach to learning and professionalism. Curriculum development integrates specific theories, knowledge and skills that are tied to a conceptual framework and underlying philosophy. This must be congruent with the CSHSE National Standards and reflect the major theoretical emphasis and uniqueness of the program and curriculum.

**Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.**

<b>Specifications for Standard 2:</b>	
a.	<p>Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.</p> <p><b><u>Response:</u></b></p> <p>The Bachelor of Science in Human Services (HUSR) is a carefully articulated program providing both the academic and experiential background for the student seeking a career serving individuals, families, and the larger community. It is an application-oriented major, based on a synthesis of knowledge from the biological and social sciences and applied methodologies of prevention and intervention. HUSR graduates are prepared to respond in an informed way to identifiable needs, bringing together self-awareness, a humanistic and generalist orientation, and skill development through self-exploration, experiential activities, and field work.</p>
b.	<p>Include a mission statement for the program.</p> <p><b><u>Response:</u></b></p> <p>Through the application of theory, research, and self-reflection, the Human Services Department prepares students to serve diverse individuals, families and communities.</p> <p><a href="http://hhd.fullerton.edu/husr/aboutus/index.php">http://hhd.fullerton.edu/husr/aboutus/index.php</a></p>
c.	<p>Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.).</p> <p><b><u>Response:</u></b></p> <p><i>CSUF Mission Statement:</i></p> <p>Learning is preeminent at California State University, Fullerton (CSUF). We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge.</p> <p>Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research, and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.</p> <p>We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.</p> <p><i>CHHD Mission Statement:</i></p>



	<p>The mission of the College of Health and Human Development (CHHD) is to prepare students to thrive in a globalized era in their chosen field. We provide education, conduct research, and engage diverse communities to advance human health, development, and well-being.</p> <p>HHD: Commitment to Excellence</p> <ul style="list-style-type: none"> <li>• Student-centered faculty are recognized for their outstanding teaching and cutting-edge research</li> <li>• Graduates from nationally recognized programs obtain high scores on certification and licensure exams</li> <li>• Well-equipped, state-of-the-art laboratories and classrooms support student learning</li> <li>• Highly regarded degree programs provide meaningful career opportunities in important areas of need</li> <li>• Programs meet rigorous national accreditation standards.</li> </ul> <p>As one may see, the HUSR Department’s foci on student-centeredness, applied research, the well-being of humanity, and diversity are all consistent with the missions of the University and College.</p>
d.	<p>Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).</p> <p><b><u>Response:</u></b></p> <p>HUSR is an application-oriented major, based on a synthesis of knowledge from the biological and social sciences and applied methodologies of prevention and intervention. HUSR graduates are prepared to respond in an informed way to identifiable needs, bringing together self-awareness, a humanistic and generalist orientation, and skill development through self-exploration, experiential activities, and field work.</p>
e.	<p>Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.</p> <p><b><u>Response:</u></b></p> <p>The Human Services faculty represents a collection of multidisciplinary, interdisciplinary and trans-disciplinary approaches. These varied scholars engage in developing, refining, and presenting curriculum in our educational preparation of HUSR graduates. HUSR Faculty members come from varied disciplines and represent varied areas of expertise including clinical psychology, counseling, social work, anthropology, philosophy, gerontology, mental health, counseling, social work, addictions/substance abuse, research and evaluation, global cultural awareness and macro practice, educational psychology, crisis intervention, child abuse, and domestic violence.</p> <p>Students also have the privilege of taking coursework in Child and Adolescent Studies (CAS), Sociology (SOCl), and Psychology (PSCY), which adds to the interdisciplinary nature of their education.</p>

f.	<p>Provide a matrix mapping the curriculum Standards (11-21) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the self-study narrative and the syllabi.</p> <p><i>Attachment 11: HUSR Course Matrix</i></p> <p><b><u>Response:</u></b></p> <p>Attachment #11 is the HUSR Course Matrix for all of the required core courses. The department ensures that all CSHSE Standards are met in the required courses that all Human Services students must take. Additional depth of a given standard might be present in elective or concentration courses, but the standards are met in the courses included in the matrix provided. As such, elective courses are not included in the matrix because not every Human Services student would complete the course. The courses in the attached matrix are completed by all Human Services students.</p>
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### C. Community Assessment

**Context:** Human services programs continually interact with and affect human services delivery within the local community through field placements and alumnae/i. Programs should be designed to interface with the needs of major employers in terms of job needs and career ladders so there is an orderly and continuous supply of competent professionals.

**Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.**

**Specifications for Standard 3:**

a.	<p>If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).</p> <p><b><u>Response:</u></b></p>
b.	<p>An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services. Provide the following:</p> <ol style="list-style-type: none"> <li>1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),</li> </ol> <p><b><u>Response:</u></b></p> <p>The Human Services Community Advisory Committee is comprised of representatives from community-based non-profit organizations, county leaders, county agencies, students, alumni, and faculty. The following individuals have participated in previous discussions/meetings:</p> <p>Denise Cunningham, Crittenton Services, fieldwork agency, employer of alumni; Erika Alonzo, Laura’s House, fieldwork agency;</p>

Lupita Mena, Boys and Girls Clubs of Garden Grove, fieldwork agency;  
 Rosa Renteria, Community Action Partnership of Orange County, fieldwork agency;  
 Carrie Buck, His House, fieldwork agency;  
 Leslie Taylor, Providence, St. Joseph's Hospital, fieldwork agency;  
 Stephanie Cohen, Orange County Community Housing Corp, fieldwork agency;  
 Irene Muro, Whittier First, fieldwork agency, employer of alumni;  
 Katterene Rodriguez, Council on Aging, Southern California, fieldwork agency;  
 Kim Branch Stewart, Saddleback Community College, community college partner w/articulation agreement;  
 Tamare Tellez, Jamboree Housing Corporation, fieldwork agency;  
 Jessie Jones, Center for Healthy Neighborhoods, fieldwork agency, employer of alumni;  
 Amy Santos, Center for Healthy Neighborhoods, fieldwork agency, employer of alumni;  
 Victoria Torres, Samueli Foundation/CSUF, alumni and adjunct faculty;  
 Manny Vallejo, Orange County Goodwill, fieldwork agency, employer of alumni;  
 Virgil Adams, Cypress College, community college partner w/articulation agreement;  
 David Gillanders, Pathways of Hope/CSUF, alumni, fieldwork agency, employer of alumni, adjunct faculty;  
 Kristi Kanel, Human Services, CSUF, professor;  
 Mikel Hogan, Human Services, CSUF, professor;  
 James Ruby, Human Services, CSUF, professor & chair;  
 Yuying Tsong, Human Services, CSUF, professor

2. Minutes of advisory committee meetings from the last two years

**Response:**

Minutes from 2019 and 2021 have been attached, but no Advisory Committee meetings were held in 2020 because of the multiple COVID-19 pandemic restrictions on our campus that precluded us from holding meetings and accessing paperwork, etc. In addition, many of the service organizations in our area were closed and several individuals were on temporary leave, etc.

*Attachment 12: CSUF HUSR Advisory Committee Minutes, 2019 & 2021*

3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.

**Response:**

The Human Services Department faculty discussed the reflections from the Community Advisory Committee related to soft skills, hard skills, and latest issues that might inform our curriculum and pedagogy. Themes related to improved skills at oral and verbal communication were captured and course assignments were reviewed that attempt to foster those skills. Additionally, needs related to accurate and detailed documentation of services was highlighted

	<p>and discussions were held by our department related to emphasizing those skills in HUSR 310 – Case Management. Finally, matters related to self-care and working in a trauma informed manner were both recent issues that the committee believed would benefit our students. HUSR faculty began to integrate mindfulness messages and exhortations to students to engage in self-care. We have also integrated messages related to sensitive topics in our course syllabi and offered messages akin to trigger warnings in some classes to help students prepare themselves psychologically for certain topics.</p> <p>All in all, the Advisory Committee has provided essential insights into community needs that we have worked to include in our educational programming.</p>
c.	<p>Describe other mechanisms, if any, used to respond to changing needs in the human services field.</p> <p><b><u>Response:</u></b></p> <p>There are multiple mechanisms in which the HUSR Department responds to the changing needs in human services. These efforts impact the HUSR Department’s development of curriculum and program improvements. For instance, recent trends and shifts within the profession are identified and monitored using the Occupational Outlook Handbook, O*Net Online, and the Bureau of Labor and Statistics. The HUSR Department Chair and faculty then hold a strategic and intentional discussion to update the curriculum and the courses, as needed. The HUSR department faculty also continually review the most recent literature and research from state, national, and international professional organizations and disciplines to address the changing needs in the world of human services.</p>

**D. Program Evaluation**

*Context:* To ensure the program is effective in producing competent professionals, the program must be evaluated on a regular basis. In addition, the program must assess how well the needs of students and graduates are being met. These evaluations/ assessments are the bases for modifying and improving the program.

<p><b>Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field.</b></p>	
<p><b>Specifications for Standard 4:</b></p>	
a.	<p>The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following:</p> <ol style="list-style-type: none"> <li>1. Measurable student learning outcomes</li> </ol> <p><b><u>Response:</u></b></p> <p>The Department of Human Services at California State University, Fullerton embraces the following Program Learning Outcomes (PLO):</p>

- Our students graduate prepared to achieve their personal, civic, educational, and career goals.
- Our students develop the habit of intellectual inquiry and effective communication.
- Our students use state of the art technology.
- Our students work effectively in Culturally Diverse Environments.
- Our students work effectively in Collaborative settings.
- Our graduates are well received in placements and graduate schools, and find that the blend of theory and experiential learning enables them to excel in their professional development.

2. Assessment plan

**Response:**

California State University, Fullerton has a comprehensive, organized, and sustained process to assess student learning outcomes in all University academic programs as well as processes for using assessment results. Click the following hyperlink to view their website: <http://www.fullerton.edu/data/>. Requests for discipline specific data may be requested here: <http://www.fullerton.edu/data/request/index.php>. College and Department specific assessment plans are located here: <http://www.fullerton.edu/data/assessment/plans.php>. A copy of the HUSR Assessment Plan related to learning outcomes is attached. (See Attachment 15)

The department of Human Services carries out periodic assessments of agencies that employ our graduates, as well as alumni surveys. During early 2020, the department carried out an electronic survey of agencies that employed our alumni. The questions on the survey were worded in such a way that they allowed us to assess the learning outcomes that align with the CSHSE Accreditation standards. 39 representative agencies responded to the survey. In early 2021, the department also conducted an electronic survey of Human Services alumni. Questions on the survey also reflected our desired learning outcomes, as they relate to CSHSE Accreditation standards, as well as some open ended questions related to satisfaction and present professional setting, etc. 445 alumni participated in that survey. (See attachments 13 and 14)

3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.

**Response:**

Attached, please find two surveys that were used recently. The first is an agency survey (attachment 13) and the second is an alumni survey (attachment 14). These tools were both designed to assess outcomes and standards through the lenses of fieldwork sites, employers, and HUSR alumni.

Attachment 15 is connected to our present plan for assessing some of the HUSR department specific learning outcomes and how those are evaluated within the curriculum, including which assignments from which courses, etc. Typically, one-third of all PLOs are assessed each year and the assessments are presented to the departmental faculty meetings for review. A sample rubric for the program proposal for HUSR 385 is attached (attachment 17).

In 2021, Learning Outcome 3c related to students' ability to utilize information technology in support of human services implementation was assessed. Attachment 16 is a report that details student abilities in that area.

Additionally, students are evaluated by their on-site supervisors during internship experiences and items from these evaluations are used as artifacts in all assessments as a way to go beyond just faculty evaluating students and to evaluate students' actual practice. Copies of the Fieldwork Evaluation Form (attachments 17 & 18) and Student Evaluation of Internship Form (attachment 19) are attached.

*Attachment 13: 2020 Agency Survey*

*Attachment 14: 2021 Alumni Survey*

*Attachment 15: CSUF HUSR Learning Assessment Plan*

*Attachment 16: 2021 Learning Outcome 3c Report*

*Attachment 17: CSUF HUSR 385 Program Proposal Guidelines & Rubric*

*Attachment 18: CSUF HUSR Fieldwork Student Eval Form*

*Attachment 19: CSUF HUSR SAMPLE Fieldwork Student Eval*

*Attachment 20: CSUF HUSR SAMPLE Student Eval-of-Placement*

4. A description of how the evaluation may or may not have resulted in any change.

The 2021 assessments of students in Program Learning Outcome 3c related to their use of technology in HUSR 470 (Program Evaluation), revealed positive results and confirmed our present instructional strategies. There appeared to be an increased need in student understanding of how to utilize the CSUF library databases to find resources necessary for their work. This was likely exacerbated by the fact that the physical library was not open for the entire 2020-2021 academic year due to the pandemic. Follow up assessment is needed in this area. The return rate for the assessment was also lower than normal, which was also likely exacerbated by the pandemic and no face to face contact with students for the entire academic year.

b. The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys, active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution.

Provide the following:

1. A history of program evaluations

**Response:**

The Community Agency (attachment 13) and Alumni (attachment 14) Surveys are utilized to assess employers of program graduates and assess the graduates themselves, in regards to the level of preparation they received from the HUSR program. The community agency evaluation is typically done yearly, but the COVID pandemic made that difficult in 2021. The alumni survey is typically completed every 5 years. Again, the COVID pandemic delayed the alumni survey until 2021.

Regular data gathering related to admissions, performance, time-to-graduation, and graduation rates are gathered by the University and that data are reported below in Standard 4, Letter C, Number 2. Those data points are updated every semester and reported by the University annually.

2. A description of the methodology

**Response:**

Surveys are developed by a sub-committee of the HUSR Department faculty and questions are wordsmithed in order to ensure clarity and that they will yield the information being sought. Once the survey design is finalized, it is administered electronically, using agency and alumni contact information. Surveys are designed in Qualtrics and emailed recipients are asked to provide their consent for participation by way of clicking on a response in the surveys. Survey recipients are invited to notify the HUSR Department if they no longer want to participate in the surveys or if we have reached someone in error, using bad contact information. Recipients are typically asked to complete the electronic survey within a month and they are emailed a reminder two weeks after the initial invitation is sent. Once it is determined that the majority of participants have completed the surveys, individuals on the HUSR subcommittee analyze the results and create reports that are shared with HUSR faculty, the College of HHD, the University, and on the HUSR website in the CSHSE Accreditation area.

3. A summative analysis of the most recent evaluation

**Response:**

The results of the Community Agency Survey results indicate that of the 39 agencies surveyed, the level of satisfaction with our students averaged 3.58 on a 4 point scale, with 4 being completely satisfied. It should be noted that no responses were reported below the score of 3 (satisfied). 21 of the agencies reported hiring our HUSR students, as well.

We also wanted to assess the agency's perceptions of what skills and knowledge domains were

more valuable/important to them and which ones were not. The following items are some of the highlighted findings. Agencies tended to find that the following items were less important to them: 1) Understanding, interpreting, and analyzing relevant theories; 2) Understanding, interpreting, and analyzing research designs, sampling methodology, and measurement; and 3) Evaluating HUSR programs. Some of the most important items to agencies included: 1) Collaborative communication with individuals, families, and communities; 2) The ability to communicate effectively about human services issues using written communication; 3) Demonstrating position competence skills; and 4) Articulating ideas, taking into consideration purpose, audience and presentation mode.

The results of the Alumni Survey indicated some useful things, too. A summative discussion of some of this findings includes the following. Approximately 52% of graduates reported being employed full-time in the human services field. 8% reported being employed part-time in human services. Of particular value for our department, only a little over 34 of respondents reported being unemployed and looking for work. Of those in the human services field, 24% reported being in Social Work and 19% reported being in Professional Counseling.

Alumni were asked how much their degree in Human Services prepared them for their work responsibilities and 52% reported that they received “Excellent Preparation,” 29% reported “Very Good Preparation,” and 13% reported “Good Preparation.” 56% of respondents reported attending graduate school and 55% of those respondents reported that the Human Services program offered them “Excellent Preparation” for graduate school. 26% reported that they received “Very Good Preparation” for graduate school and 16% reported receiving “Good Preparation.”

4. A description of how and in what way the evaluation resulted in any change.

**Response:**

The department regularly integrates the feedback from agencies, alumni, and internal evaluations of learning outcomes. An example of a recent adjustment that was integrated in response to this feedback is an intentional focus on trauma-informed care and teaching. Community agency and student feedback both suggested that an awareness of trauma-informed work was important. As such, discussions of trauma related content was intentionally integrated into course content, specifically in HUSR 380 (Theories & Techniques), HUSR 410 (Crisis Management), HUSR 450 (Group Counseling), and HUSR 480 (Case Analysis). The department also integrated trauma related language into syllabi related to content that might potentially be triggering to students. (See attachment 21). This was accompanied with HUSR Faculty Department discussions of trauma-informed teaching methodologies.

The HUSR Department faculty are presently reviewing the Alumni Survey results, including the extensive number of narrative comments, and will be drawing inferences from those. Based on a thematic analysis of those comments, program modifications might emerge.

*Attachment 21: Trauma-Informed Teaching Syllabus Statement*



c.	<p>The program must provide reliable information on its performance, including student achievement, to the public from the last two years. Provide the following:</p> <p>1. An active link to student achievement indicators on the Program’s website.</p> <p><b><u>Response:</u></b></p> <p>Student achievement indicators are located on the HUSR departmental webpage in the CSHSE accreditation area. That link may be found here:  <a href="http://hhd.fullerton.edu/husr/accreditation/index.php">http://hhd.fullerton.edu/husr/accreditation/index.php</a></p>
	<p>2. Aggregate data as evidence of student achievement (e.g. enrollment trends, retention, student learning outcomes, graduation rates and grade point average, student satisfaction, agency feedback, graduate transfer rates, graduate school or employment data, and alumni surveys)</p> <p><b><u>Response:</u></b></p> <p>CSUF has made a commitment to student success. That commitment is also embedded in our university’s strategic plan — Goal No. 2 seeks to “improve student persistence, increase graduation rates University wide, and narrow the achievement gap for underrepresented students.”</p> <p>Since 2012, CSUF has improved their six-year graduation rate by 30%, achieved a nine percentage point gain in their four-year graduation rate, cut their opportunity gap for first-time freshmen in half and eliminated the gap entirely for transfer students. Those efforts continue with the California State University's Graduation Initiative 2025, which sets graduation rate goals across all 23 campuses.</p> <p>CSUF has been called upon by 2025 to not only eliminate the opportunity gap but to increase the first-time freshmen four-year graduation rate from 22 percent to 44 percent and transfer students’ two-year graduation rate from 32 percent to 44 percent.</p> <p>Within the Department of Human Services, over 80% of our students are community college transfers. As such, our first-year/freshmen student numbers are based on a very small sample. Our most recent (Fall 2021) analysis yielded the following figures:  The HUSR 4-year graduation rate for incoming first year students from Fall 2016 is 43%, with a 6-year graduation of 74% for those beginning in Fall 2014.  For transfers, the 2-year graduation rate for HUSR transfer students from Fall 2018 was 61%.  The 4-year graduation rate for HUSR transfer students from Fall 2018 was 87%.  The retention rate for first-year/freshmen students within Human Services is 84%, while the retention rate for transfer students is 87%. No significant gaps appear in our analysis of these results in our underrepresented student populations (first generation, Pell Grant recipients, etc.).</p> <p>In regard to academic performance and grade point averages, the table below details departmental GPAs from Fall 2017 through Spring 2021. The spike in GPAs in Spring 2020 was due to accommodations afforded students due to COVID-19 and the University’s efforts to</p>

help students be successful when we pivoted to 100% online instruction 6 weeks before the end of the Spring semester.

**GPA's of HUSR Majors by Term**

Term	Term GPA
Fall 2017	3.19
Spring 2018	3.15
Fall 2018	3.15
Spring 2019	3.12
Fall 2019	3.12
Spring 2020	3.35
Fall 2020	3.18
Spring 2021	3.21

**E. Policies and Procedures for Admitting, Retaining, and Dismissing Students**

*Context:* Students have a right to know, prior to enrollment, the standards of the human services program and the procedures for admitting, retaining, and dismissing students. Both academic and behavioral issues need to be considered.

**Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.**

**Specifications for Standard 5:**

- a. Provide documentation of policies regarding the selection and admission of students.
- Response:**
- The University policy on admission of students can be found at the following website: <http://admissions.fullerton.edu/>
- All students, including human service majors must meet the criteria specified by the University. The Human Services admittance procedure is determined by the university, as the department accepts any student who meets the university admission criteria and applies to the Human Services major. The Department does not have any additional criteria for admission.
- For First Year Students/Freshmen –
1. **Review** the [First-Year Student Eligibility Requirements](#) and [Admission Deadlines](#).
  2. **Prepare application materials** such as transcripts, test scores (N/A for fall 21 and fall 22), current and planned courses, annual household income, citizenship status and social security number (if available).
  3. **Credit/Debit Card or Paypal account** to pay the \$70 application fee (per campus), unless you qualify for an application fee waiver. Important: Cal State Apply automatically considers for an application fee waiver based on the information provided in the application, and provides immediate [eligibility for a fee waiver](#). *The use of fee waiver forms is not required.*

	<p>4. <b>Stay in Touch!</b> Add <a href="mailto:admissions@fullerton.edu">admissions@fullerton.edu</a> to your email address book or safe senders list, and check your email often. Your application status will be available on your <a href="#">Titan Online student portal</a>.</p> <p>For Transfer Students –</p> <ol style="list-style-type: none"> <li><b>1. Review</b> the <a href="#">Transfer Eligibility Requirements</a> and <a href="#">Admission Deadlines</a> .</li> <li><b>2. Prepare application</b> materials such as transcripts, current and planned courses, annual household income, citizenship status and social security number (if available).</li> <li><b>3. Credit/Debit card or Paypal account</b> to pay the \$70 application fee (per campus), unless you qualify for an application fee waiver. Important: Cal State Apply automatically considers for an application fee waiver based on the information provided in the application, and provides immediate <a href="#">eligibility for a fee waiver</a>. <i>The use of fee waiver forms is not required.</i></li> <li><b>4. Stay in Touch!</b> Add <a href="mailto:admissions@fullerton.edu">admissions@fullerton.edu</a> to your email address book or safe senders list, and check your email often. Your application status will be available on your <a href="#">Titan Online student portal</a>.</li> </ol>
b.	<p>Provide documentation of policies and procedures for referring students for personal and academic assistance. These policies must be consistent with the institution’s policies.</p> <p><b>Response:</b></p> <p>Significant matters related to academic integrity, Title 9 matters, mental health distress, basic physical needs, and more are overseen by the CSUF Dean of Students Office: <a href="https://www.fullerton.edu/deanofstudents/">https://www.fullerton.edu/deanofstudents/</a>. The Dean of Students Office helps CSUF students succeed by serving as an advocate for students, connecting them to appropriate university resources, and collaborating meaningfully with the campus community. They assist students in navigating the university and resolving educational, personal, and other concerns that impact the quality of their student experience.</p> <p>Processes for faculty who are reporting students for academic violations include:</p> <ol style="list-style-type: none"> <li>1) Discuss the matter with the student involved. If you determine that academic dishonesty has occurred, then assign an appropriate grade sanction and notify the student of your decision.</li> <li>2) If circumstances prevent consultation with the student, you will still need to assign an outcome (subject to student appeal).</li> <li>3) Report the incident to the Department Chairperson and submit this form along with any supporting documentation to Student Conduct preferably within 15 calendar days from discovery, but no later than 30 calendar days after the first day of classes of the regular semester following the grade assignment.</li> </ol> <p>The electronic form for making such reports is found here: <a href="https://cm.maxient.com/reportingform.php?CSUFullerton&amp;layout_id=1">https://cm.maxient.com/reportingform.php?CSUFullerton&amp;layout_id=1</a>.</p> <p>The processes for faculty reporting students for behavioral matters include completing this form: <a href="https://cm.maxient.com/reportingform.php?CSUFullerton&amp;layout_id=2">https://cm.maxient.com/reportingform.php?CSUFullerton&amp;layout_id=2</a>. This form is available to anyone who would like to report concerning behaviors or information regarding a potential violation of the Student Code of Conduct. Reportable behaviors may include but are not limited to hazing, bullying, alcohol, drugs, and disruption. When completing this form, faculty and staff are asked to include their name and contact information.</p>

	<p>For students in personal distress, the Dean of Students Office accepts referrals for “care services.” Care Services are needed when students experience distress that hinders them academically, emotionally, behaviorally, or physically. While many students cope with normal college related pressures and demands successfully, a significant number of students have difficulties which interfere with their performance. Those needing to make a referral for care services do so here: <a href="https://cm.maxient.com/reportingform.php?CSUFfullerton&amp;layout_id=4">https://cm.maxient.com/reportingform.php?CSUFfullerton&amp;layout_id=4</a>.</p> <p>More information for helping students in distress may be found in the “Helping Students in Distress” Guide for faculty and staff (attachment 22).</p> <p><i>Attachment 22: CSUF Helping Students In Distress</i></p>
c.	<p>Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.</p> <p><b><u>Response:</u></b></p> <p>The University Academic senate has written several policies dealing with how to handle Academic Dishonesty (UPS 300.021) and Academic Appeals (UPS 300.030) and how this is carried out by the Academic Appeals Board (UPS 300.031). There is also a policy on dismissal due to drug use in UPS 330.231 Policy Regarding the Use of Drugs by Students.</p> <p><i>Attachment 23: CSUF_Drug-Alcohol-Notice</i></p> <p>The dismissal of students is a serious consideration, thereby requiring intensive engagement of the faculty, advisors and university personnel in the development of a course of action that best suits the individual which could include, changing his/her major, transitioning to a vocational field, or pursuing academic options elsewhere.</p> <p>When a student’s behavior is disruptive, problematic, or concerning, the University Behavioral Intervention Team (BIT) serves as the centralized body for discussion and coordinated action. The BIT team responds to non-emergency concerns and uses a proactive approach to discuss potential problems, intervene early, and develop appropriate courses of action for referred students. The goal is to support students who may be in distress or whose behavior is of concern to others before they rise to crisis levels.</p> <p>The BIT team shares membership with Title IX, Workplace Violence, and Threat Assessment committees and is thus tasked with sharing information regarding crisis situations and cases.</p> <p><i>BIT Team Members</i></p> <p>Core members of the team include a representative from:</p> <ul style="list-style-type: none"> <li>• Counseling and Psychological Services</li> <li>• Dean of Students Office</li> <li>• Care Services</li> <li>• Disability Support Services</li> <li>• Student Conduct</li> </ul>

	<ul style="list-style-type: none"> <li>• University Police</li> </ul> <p>Other departments including but are not limited to: Human Resources, Diversity, and Inclusion, International Programs, Legal Counsel, Housing and Residential Engagement, and Title IX. Staff from these departments may be invited to attend a BIT meeting for consultation and assessment to address or resolve certain referrals.</p>
d.	<p>Provide documentation of program policies and procedures for assessing and managing student attributes, characteristics, and behaviors (“fitness for the profession”) that are important for the success of human service professionals.</p> <p><b>Response:</b></p> <p>The assessment of a student’s professional capacity and fitness for the human services field is conducted through the interactions with the faculty, advisors, fieldwork supervisors, and staff in the Human Services Department. If a determination is made that a student has behavioral or legal problems that are not professionally acceptable for the human services field, the advisors, faculty and university personnel collaborate with the student on a plan for pursuing an alternative academic focus of study.</p> <p><i>Attachment 24: Fitness for Profession and Dismissal policy for the Department of Human Services</i></p>

### F. Credentials of Human Services Faculty

**Context:** Human services programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches.

**Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.**

#### Specifications for Standard 6:

a.	<p>Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:</p> <ol style="list-style-type: none"> <li>1. Faculty have education in various disciplines and experience in human services or related fields</li> </ol> <p><b>Response:</b></p> <p>Full-time faculty have diverse training backgrounds and come from a variety of professional educational programs. A link to our departmental webpage dedicated to identifying faculty members and their backgrounds may be found here:  <a href="http://hhd.fullerton.edu/husr/faculty/index.php">http://hhd.fullerton.edu/husr/faculty/index.php</a>.  Disciplines represented on our faculty include, but are not limited to:</p>
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	<p>Clinical Psychology  Counseling Psychology  Cultural Anthropology  Developmental Psychology  Gerontology  Human Development  Marriage &amp; Family Therapy  Public Administration/Public Health  School/Educational Counseling  Social Work  Marriage &amp; Family Therapy</p> <p><i>Attachment 25: HUSR Faculty Vitas</i></p>
	<p>2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master’s degree.</p> <p><b><u>Response:</u></b></p> <p>The Human Services Department Full-time and Part-time faculty have no less than one degree above the B.S. in Human Services. All tenure-track faculty hold doctoral level degrees, as do many adjunct/lecturers. All remaining adjunct/lecturers hold no less than a master’s degree in a discipline that is appropriate for work with Human Services students.</p>

**G. Personnel Roles, Responsibilities, and Evaluation**

*Context:* To balance the academic and experiential characteristics of human services programs, adequate faculty and staff should be available to fill essential program roles.

<p><b>Standard 7: The program shall adequately manage and evaluate the essential program roles and provide professional development opportunities for faculty and staff.</b></p>	
<p><b>Specifications for Standard 7:</b></p>	
<p>a.</p>	<p>Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.</p> <p><b><u>Response:</u></b></p> <p>The Human Services Faculty routinely work on setting policies, determining the content, implementation, and evaluation of the curriculum as demonstrated in the minutes of the faculty meetings and annual faculty retreat. Some of the issues discussed in the faculty meeting and retreat include developing new courses, concentrations, refinement of existing courses and their prerequisites, as well as evaluation of student learning outcomes related to specific courses.</p>
<p>b.</p>	<p>Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation.</p> <p>1. Provide a brief description of how the essential roles are fulfilled in the program</p>

**Response:**

*Administration*

The department chair works closely with HUSR faculty, as well as, administrative assistants in the Human Services Office complex and the Fieldwork coordinator. The chair also works closely with the Dean's Office to ensure that the HUSR department is adequately supported.

*Curriculum Development and Review*

All full-time HUSR faculty work with the Department Chair in the development and adaptation of curriculum, including standardization across each section of courses offered each semester.

*Instruction*

All HUSR Department faculty, including full-time and part-time faculty are engaged in carrying out instruction.

*Field Supervision*

The Fieldwork Coordinator works with the full-time faculty and department chair to ensure the three fieldwork classes are soundly integrated with the corresponding courses. In addition, the human services community organizations provide advisement and guidance on the needs of the community organizations and the populations they serve. The Fieldwork Coordinator meets with the fieldwork supervisors of the agencies listed in the approved fieldwork site handbook in order to evaluate the placement and experiences offered to the students. Finally, the fieldwork handbook for students is reviewed and updated annually to incorporate feedback, evaluation and program improvements.

*Program Planning*

Full-time faculty and department chair are involved in conducting an annual retreat, annual report, faculty meetings, develop curriculum responding to community needs such as family violence, substance abuse, and aging adult needs, issues regarding services and abuse of people with disabilities. In addition, the University requires a self-study which facilitates program planning.

*Program Evaluation*

See above for the description of the assessments used to evaluate the Human Services program, including the alumni survey analysis. In addition, evaluation of instruction is conducted through a formal annual faculty portfolio review process implemented for part-time faculty, full-time lectures, tenure track faculty and post-tenure review of tenured faculty every 5 years.

*Student Advising*

Human services has implemented a formal review process for every student in the department to receive personalized student advising necessary for progress toward graduation. The College of Health and Human Development is presently discussing an expanded, college-wide advising process to ensure students are keenly aware of the how to progress through their academic programs efficiently.

*Student Evaluation*

The HUSR Department requires an evaluation of every course/section offered each semester with the University Student Opinion Questionnaire (SOQ). The results are utilized in the annual evaluation process for all faculty members. See attachment below for a blank SOQ.

*Attachment 26: Student Opinion Questionnaire*

2. Provide a table matching faculty and staff positions and names with these roles.

**Response:**

<b>Tenure Track Faculty Names</b>	<b>Role/Title</b>
James Ruby, PhD	Chair, Full Professor
Mikel Hogan, PhD	Full Professor, former chair
Kristi Kanel, PhD	Full Professor, former chair
Melanie Horn-Mallers, PhD	Full Professor
Trent Nguyen, PhD	Full Professor
Carl Renold, PhD	Full Professor
Mia Sevier, PhD	Full Professor
Yuying Tsong, PhD	Full Professor
John Doyle, PhD	Associate Professor
Joe Albert Garcia, PhD	Associate Professor
Gary Germo, PhD	Associate Professor
Sapna Chopra, PhD	Assistant Professor
Adrian Rodriguez, PhD	Assistant Professor
Michelle Berelowitz, MSW	Full-time Lecturer
Stephen Hall, MS	Full-time Lecturer
<b>Part-time Faculty Names</b>	<b>Role/Title</b>
Amanda Connell, MS	Lecturer
Gregory Davenport, MS	Lecturer
Marta Davis, MS	Lecturer
Yesenia Flores, MSW	Lecturer
Tami Foy, PhD	Lecturer
David Gillanders, MA	Lecturer
Mary Lehn-Mooney, MA	Lecturer
Stephanie Lowrance, MSW	Lecturer
Alejandra Luna, MSW	Lecturer
Amy Manfrini, PhD	Lecturer
Barbara McDowell, MS	Lecturer
Joanne Munro, PhD	Lecturer
Ramona Perez, MS	Advisor/Lecturer
John Pineda, MPH	Lecturer
Sergio Quirarte, MS	Lecturer
Charles Royston, MA, MS	Lecturer
Nanci Carol Ruby, MFA	Lecturer



Victoria Torres, MS	Lecturer
Candace Trevino, MSW	Lecturer
Catherine Ward, EdD	Lecturer
Dennis Williams, MS	Lecturer
<b>Staff Names</b>	<b>Role/Title</b>
Eboni Threatt, MS	Administrative Support Coordinator
Leilani Thomas	Administrative Support Assistant
Juli Martinez, MS	Fieldwork Coordinator

<b>Roles</b>	<b>Faculty and Staff Position</b>	<b>Name</b>
Administration	Department Chair, HUSR Full-time Faculty, Fieldwork Coordinator, Administrative Assistants	James Ruby See list above Juli Martinez Eboni Threatt, Leilani Thomas
Curriculum Development And Review	Department Chair, HUSR Full-time Faculty	James Ruby See list above
Instruction	Department Chair, HUSR Faculty	James Ruby See list above
Field Supervision	Department Chair Fieldwork Coordinator Fieldwork Faculty Supervisors	James Ruby Juli Martinez Mikel Hogan, John Doyle, Mia Sevier, Amanda Connell, Trent Nguyen, Joe Albert Garcia, Joanne Munro, Candice Trevino, Yuying Tsong, Mary Lehn- Mooney, John Pineda
Program Planning	Department Chair HUSR Full-time Faculty	Dr. Mikel Hogan See list above
Program Evaluation	Academic Programs Dean CHHD Department Chair HUSR Full-time Faculty WASC Department Liaison	Mark Filowitz Cindy Greenberg James Ruby See list above Carl Renold
Student Advising	HUSR Student Advisor	Ramona Perez James Ruby
Student Evaluation	University Academic Affairs Department Chair	Caroline Thomas James Ruby

c. Describe the process for faculty and staff evaluation. Documentation may come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.

**Response:**

	<p><i>Tenured Full and Associate Professors</i> are evaluated every three to five years in the process called post-tenure review. They are evaluated by a committee of their peers, Department Chair, Dean of the College and the Vice President of Academic Affairs. The criteria for this formal evaluation are based on the Department Personnel Standards document (see attachment 27) and include three areas: teaching and professional development (related to teaching), scholarly and creative achievements, and university and community service. Faculty are provided with written feedback from each level of the evaluation process.</p> <p><i>Tenure Track Faculty</i> are evaluated yearly through the formal Retention, Tenure and Promotion process. They are evaluated by the Department Personnel Committee, Department Chair, Dean of the College, Vice President of Academic Affairs and President of the University. The criteria for this formal evaluation are based on the Department Personnel Standards (attachment 27) and include three areas: teaching and professional development (related to teaching), scholarly and creative achievements, and university and community service. Faculty are provided with written feedback from each level of the evaluation process. If the faculty member submits a rebuttal, the University Personnel Committee will evaluate the portfolio.</p> <p><i>Full-time Lectures and Part-time Faculty</i> are evaluated yearly through the formal Portfolio Review Process based on the criteria of teaching and professional development (related to teaching). They are evaluated by the Department Personnel Committee, Department Chair and Dean of the College, based on the Departmental Lecturer Personnel Standards (see attachment 28). Faculty is provided with written feedback from each level of the evaluation. Contracts for subsequent employment are awarded upon receipt of the written evaluation from the Department to the Dean's office.</p> <p><i>Staff</i> evaluations are conducted annually by the Associate Dean of the College in consultation with the Department Chair. The evaluation is both written and verbal based on the criteria of job performance, proactive service and support to student, faculty and department operations (see attachment 29).</p> <p><i>Attachment 27:</i> HUSR Departmental Personnel Standards  <i>Attachment 28:</i> HUSR Departmental Lecturer Standards  <i>Attachment 29:</i> CSU Administrative Staff Standards</p>
d.	<p>Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.</p> <p><b><u>Response:</u></b></p> <p>The formal written evaluations provided by the Department Personnel Committee, Department Chair, Associate Dean of the College, Dean of the College, Academic Vice President, University Personnel Committee, and the President of the University identifies strengths and limitations of the individual faculty, staff, and the program. The suggestions are utilized by the Department to improve student learning outcomes, faculty and staff performance, curriculum development, and fieldwork experiences. Faculty and staff development opportunities tied to the evaluative feedback are identified and promoted.</p>

e.	<p>Describe how faculty and staff are provided opportunities for relevant professional development.</p> <p><b><u>Response:</u></b></p> <p>Upon hiring, the tenure-track faculty are released from teaching 2 out of 5 courses per semester for their first two years of instruction. One release time from instruction is provided for faculty development, research, and publication. The additional course release is provided for department, college and university-wide committee representation/service. Tenured faculty are provided with 1 release time per semester for department, college and university-wide committee representation.</p> <p>In addition, all full-time faculty are provided with resources to present and travel to National Conferences in their discipline each academic year.</p> <p>Finally, the faculty are encouraged to submit proposals to the University Mission and Goals Initiative, and occasional mini-grants.</p> <p>The University Faculty Development Center provides all faculty with support, resources, training, and professional development opportunities to further instruction, research and professional development. Examples of the trainings and workshops available to faculty are: High Impact Practices and Teaching Methods, Assessment of Student Learning Outcomes, Diversity and Inclusion, Development of On-line Courses, and the utilization of technology to enhance classroom instruction.</p> <p>CSUF Faculty Development Center: <a href="https://fdc.fullerton.edu/">https://fdc.fullerton.edu/</a></p>
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### H. Cultural Competence

***Context:*** To ensure the program is effective in producing culturally competent professionals who possess high level of self-awareness, knowledge, and skills in the complexities of multiculturalism. This encompasses the individual, family, and group levels as well as agency/organizational, community, and globally.

<b>Standard 8: The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.</b>	
<b>Specifications for Standard 8:</b>	
a.	<p>Demonstrate how the program</p> <ol style="list-style-type: none"> <li>1. Includes cultural competence in program policies, procedures, and practices.</li> </ol> <p><b><u>Response:</u></b></p> <p>The Human Services Department at CSUF is committed to diversity, equity, and inclusion. This commitment is an extension of the one made by the university, at large. CSUF has a built a department dedicated to these priorities for the entire university. The Office of Diversity, Inclusion, and Equity Programs (DIEP) supports the CSUF mission of preparing our diverse student body for academic and professional success. DIEP develops and supports practices, programming, and policies across the broad spectrum of inclusivity, equity and civility for the</p>

CSUF campus community. Through the provision of consultation and training, DIEP strives to promote a campus community wherein students, staff and faculty are engaged in the values of inclusive excellence. Learn more about DIEP and their work here: <https://hr.fullerton.edu/diep/>

2. Includes cultural competence training for faculty and staff

**Response:**

Training takes place on the University, College of HHD, and HUSR Departmental levels. As mentioned above, DIEP provides training of faculty and staff in the areas of diversity, equity, and inclusion. The types of training are listed on their department's webpage here:

<https://hr.fullerton.edu/diep/learning-opportunities/course-catalog.php> Examples include the following:

*Inclusion Champion Certificate Program (ICCP)*

The Inclusion Champion Certificate is a program designed to help all members of CSUF engage in the inclusion and equity-minded efforts on campus through courses that provide opportunities for self-reflection, increase of cultural competency and awareness, and application to social, professional, and personal roles.

*Inclusive Customer Service*

The way we interact with our customers goes a long way in creating a safe and inclusive environment. This training will discuss ways to engage members of our community with your services so that it's safer and welcoming to all. Participants will discuss how different cultural norms affect customer service and to best engage with different cultural norms while still providing quality service.

*Interfaith Ally Program*

The goal of the training series is to build a cohort of faculty, staff and students that are invested in validating worldview diversity on the CSUF campus. By participating, you will be an ambassador on our campus to be called upon to build community and facilitate dialogue about worldviews that are based in religious, spiritual, philosophical, and ethical beliefs and attitudes.

*Gender & Pronoun Use*

This training will provide foundation information on gender, gender identity, and biological sex and highlight the difference between gender identity and sexual orientation. The training will provide best practices on how to incorporate pronoun usage in your day to day work and interactions that help foster a space for inclusivity and learning.

*Navigating Workplace Diversity Conflict*

Conflict happens in every aspect of everyone's life. This session will focus specifically on conflict that arises due to cultural differences and provide best practices to mitigate these in the workplace. The session will provide the participants with information on how they manage conflict in their lives and reflect on ways that they handle conflict in the workplace.

*Religious Accommodations: 2 versions available*

In the Classroom: With so many different faiths and practices, it may be difficult to know what to accommodate and what is not required to be accommodated. This training will cover the

requirements for religious accommodation for employees. Issues such as absences dress, and how to respond to a request will be discussed. Hypotheticals for group discussion will be posted.

In the Workplace: With so many different faiths and practices, it may be difficult to know what to accommodate and what is not required to be accommodated. This training will cover the requirements for religious accommodation for students. Issues such as absences, dress, and how to respond to a request will be discussed. Hypotheticals for group discussion will be posted.

#### *Supporting Transgender Employees Resource Kit*

The main purpose of the "Supporting Transgender Employees at CSUF" resource kit is to address the inclusion needs of transgender and gender non-conforming employees. It is important to note that every transgender experience is different so the needs and wants during a workplace transition would be different too. This tool kit strives to provide information for best practices throughout the process.

Included in the kit, you will find foundational information on gender identity and expression, some frequently asked questions, and a sample workplace gender transition plan. This session will walk the participants through the different components of the guide and how to best utilize the information provided.

#### *Undocumented Ally Training: 2 Part Series*

Part 1: Develop an understanding of foundational terminology and concepts, become aware of issues that currently impact the Undocumented community, learn about resources for the Undocumented community, and reflect on ways to support Undocumented students at CSU Fullerton.

Part 2: Apply the knowledge you learned in Part 1 and go deeper into the history of the immigrant rights movement. Gain a greater understanding of the financial aid options available for undocumented students. We will review the resources you learned in part one and walk through filling out the AB540 Affidavit.

#### *Safe Space Training: 2 Part Series*

Part 1: Develop an understanding of foundational terminology and concepts, become aware of issues that currently impact the LGBTQ community, learn about resources for the LGBTQ community, and reflect on ways to increase LGBTQ inclusive practices in your campus role and daily life.

Part 2: Apply the knowledge you learned in Part 1! Develop skills you can utilize to support students who are exploring their sexual orientation and/or gender identity, looking for community, and are in crisis. We will review the resources you learned in part one and engage in case scenarios to best prepare you to support students and make appropriate referrals.

The College of Health and Human Development has a Climate of Inclusion task force that has surveyed faculty and develops trainings for faculty and staff. These have included discussions of a common read, discussion groups of special topics, and presentations from experts in the field. The annual day-long college retreat has focused on increasing cultural competence in the classroom for the last two years.

Finally, our department has an invited guest from another university who came and spoke to us at our Spring Retreat in 2021 on the issue of how to decolonize our curriculum and syllabi. (see attachment 30)

As a University, a College, and a Department, we are deeply committed to continuing improvement in the areas of cultural competence and equity.

*Attachment 30: Decolonizing Our Syllabi*

b. Demonstrate how the curriculum integrates cultural competence:

1. Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping.

**Response:**

Through the application of theory, research, and self-reflection, the Human Services Department prepares students to serve diverse individuals, families and communities. That is our mission and themes of diversity and justice are included throughout the HUSR curriculum.

That being said, there is one course that is purely dedicated to issues of diversity and cultural competence with a variety of client populations, HUSR 411 – Service Delivery to Diverse Communities. That course stands as a cornerstone to the larger departmental efforts with the HUSR curriculum. Within HUSR 411, students study how United States society has changed in composition due to the influx of new immigrants from Latin America and Asia combined with the “graying” of America. Students also examine how cultural awareness, understanding, and interpersonal skills rooted in respect for self and others are a vital competency required for effective functioning in our dynamic and diverse society and for the effective delivery of human services. Finally, students study both theory and practice of community change models, characteristics of healthy communities, and elements of successful action plans. In the midst of the course, students engage in written assignments and course projects that invite them to challenge their own biases and stereotypes.

In HUSR 201, Introduction to Human Services, students are introduced to the ideas of the importance of cultural competence by way of lectures and written assignments, including the exploration of a given human services issue and the etiology and prevalence thereof.

In HUSR 310, Case Management, students are asked to consider how certain services might be more relevant to some populations than others. They are introduced to ideas of how to plan services for populations like undocumented immigrants, non-English speaking clients, and those who might believe or interact with others in ways very different than themselves.

In HUSR 380, Theories & Techniques of Counseling & Psychotherapy, students are exposed to the cultural assumptions of the primary counseling theories and they are asked to help provide critiques of them. Gerald Corey’s text is used for the course and each theory is analyzed by way of a multi-cultural lens.

Policies related to how students interact in classes are also based on mutual respect, and appreciation for a rich diversity of ideas, assumptions, and identities.

2. Includes the development of awareness, knowledge, and skills of diversity and culture.

**Response:**

In HUSR 310, Case Management, students are provided lectures, assigned readings, and presentations that have a focus on the development of awareness, knowledge, and skills of diversity and culture. The course text has a focus on the development of culturally competent skills and the final Case Management notebook assignment requires students to demonstrate integration of sensitivity towards multicultural issues, and a community based resources that are most appropriate for clients from various cultural identities.

In HUSR 411, Service Delivery to Diverse Communities, students are provided concentrated lectures, assigned readings, presentations, media, and guest speakers with regard the development of awareness, knowledge, and skills of diversity and culture. The course also contains an interview assignment that asks students to connect with someone who identifies culturally different than they identify. They are exposed to differences in an in vivo learning experience.

In Fieldwork, HUSR 396, HUSR 495, and HUSR 496, students are exposed to lectures and discussions, as noted above, but there is time for students to reflect on their own awareness and knowledge of culture and diversity and where they put both into action and use their skills in a given Fieldwork placement. Students complete 120 hours each semester in a community agency where they are exposed to individuals from various cultures, gain field experience working with them, and write reflective journals on the experiences. Furthermore, students are evaluated by their site supervisors in the area of cultural competence.

### I. Program Support

*Context:* To address student needs, human service programs require adequate faculty, staff, and program resources.

**Standard 9: The program shall have adequate faculty, staff, and program resources.**

**Specifications for Standard 9:**

a. Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.

**NOTE:** *provide the reader both with a program budget and with a description of how to read and interpret it.*

**Response:**

The budget is adequate in staffing, part-time, and full-time faculty. The University and College of Health and Human Development are committed to ensure the appropriate space allocation

for

	<p>all students at CSUF. In order to understand the department’s budget, the following definitions are provided:</p> <p>FTEF - Full Time Equivalent Faculty means a full time faculty position. One FTEF may be occupied by a single full time faculty member or it can be divided among several faculty members, each working part-time. Teaching a standard three-unit course requires .20 FTEF. Thus, five three unit courses is 1.0 FTEF.</p> <p>FTES - Full time Equivalent Student refers to a hypothetical student enrolled in 15 units; five students. Each enrolled in three units, constitute one FTES; one student enrolled in 15 units also constitutes one FTES. A three unit class with 25 students enrolled generates five FTES.</p> <p>SFR - Student Faculty Ratio, the assigned relationship between FTES and FTEF. Multiplying the FTEF allocation by the SFR equals the FTES target.</p> <p>Target - A department’s enrollment target is the number of FTES a department is expected to enroll in a given semester or academic year. The Cal State University (CSU) system negotiates an overall target with the governor and legislature and each of the 33 Universities in the CSU system are assigned a target. Within each University, each college is assigned a target and then each department is assigned an enrollment target.</p> <p>The HUSR department has continued to meet the targeted/budgeted FTES, which serves as the primary indicator of allocated funds to support the program. The target/budgeted FTES has increased through the years and the department has met or exceeded target every year thus providing sufficient budget resources for the Human Service Department Operations. Attachment 31 is a 2021 reporting of revenues and expenses.</p> <p><i>Attachment 31: CSUF-HUSR_Budget-Information</i></p>
b.	<p>Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.</p> <p><b><u>Response:</u></b></p> <p>The program and field experience coordination is fulfilled by the faculty members who teach the field work classes (HUSR 396, 490, 495, and 496). Each of the field work classes is assigned 3 units; 2 units for on-site field work experience (120 hours per semester) and 1 unit for seminar instruction (2 hours per week). The faculty members are required to contact the agency supervisor each semester providing them with faculty contact information and guidelines for student supervision at the site.</p> <p>Prior to the semester the start of the semester, students utilize the Human Services Program Approved Agency Directory to research appropriate agencies for a desired placement.</p>



	<p>At the beginning of the semester, the faculty and the site supervisor are required to work with the student to complete Internship Placement Form, Learning Goals and Contract (signed by the supervisor, faculty and student), and the Liability Form.</p> <p>At the end of the semester, the student is required to turn-in the following documents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An evaluation of the student’s performance completed by the site supervisor and reviewed with the student.</li> <li><input type="checkbox"/> An evaluation of the site supervision and agency completed by the student.</li> <li><input type="checkbox"/> An evaluation of the field work office completed by the student.</li> <li><input type="checkbox"/> The Field Work Hourly Log signed by the site supervisor.</li> </ul> <p>The evaluations mentioned above are utilized by the faculty to assess the learning experience and skills development for each student in assigning a grade. In addition, the faculty utilizes the evaluation of the agency to assess whether the site is appropriate to continue being listed as an approved site for placement. The fieldwork coordinator working with the Department Chair will review all site evaluations to assure that all placements are meeting the requirements and standards for approval as a HUSR Internship Site.</p> <p>The three field work classes are generally enrolled at 25-30 students per class. The students enrolled in the field work classes are upper division HUSR students having completed the prerequisites of HUSR 201: Introduction to Human Services, HUSR 310: Case Management, and HUSR 380: Theories and Techniques of Counseling.</p>
c.	<p>Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.</p> <p><b><u>Response:</u></b></p> <p>The program is supported by the following professional staff:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Department’s central office is staffed by two full-time Administrative Assistants who support the students, faculty, department chair and administration.</li> <li><input type="checkbox"/> The student advisors meet with students each academic year to develop and monitor their curriculum study plan for timely progress towards graduation. In addition, the student advisor conducts mandatory Grad-Check workshops for all students in order to ensure students are on path to graduation.</li> <li><input type="checkbox"/> The full-time field work coordinator assists the students during the field work experience component of the program.</li> <li><input type="checkbox"/> There are two student interns assigned to the field work office to support the Field Work Coordinator, students, faculty supervisors, and community agencies that serve as field work sites.</li> <li><input type="checkbox"/> The College of Health and Human Development has hired two additional staff to focus on graduation and retention of students for the purpose of increasing graduation rates and decreasing time to graduation.</li> <li><input type="checkbox"/> The College of Health and Human Development has created a drop-in Student Success Center located in the main building where the majority of Human Service courses are offered and the Department Office Complex is located. The Student Success Center supports the students with a computer lab, rooms for group meetings, technology support,</li> </ul>

	<p>writing lab, the student organization offices, and the student peer mentor program.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On campus students living in the dorms are also supported through the “Themed Housing Communities” which link the students to the faculty and the Dean’s Assistant Dean for Student Affairs through lunches, and special events.</li> </ul>
d.	<p>Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.</p> <p><b><u>Response:</u></b></p> <p>The program is supported by the following resources:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Information Technology supports are provided by the College of Health and Human Development (CHHD) IT Department which includes 4 full-time staff.</li> <li><input type="checkbox"/> The faculty have access to the CHHD Faculty Technology Center which is fully equipped with research, multi-media supports.</li> <li><input type="checkbox"/> The faculty utilize the University Faculty Development Center which provides ongoing technical support and training on all aspects of educational technology.</li> <li><input type="checkbox"/> The CHHD has four computer labs utilized by student and faculty. The HUSR research series of classes: HUSR 315: Research and Data Management; HUSR 385: Program Design and Proposal Writing; and HUSR 470: Program Evaluation of Human Services Organization.</li> <li><input type="checkbox"/> The faculty, students and staff have access to the University 24/7 Help-line.</li> <li><input type="checkbox"/> The library resources include training workshops, computer labs, and research support for students and faculty.</li> <li><input type="checkbox"/> The Student Success Center contains numerous computers and printers for students to access as a more convenient and readily available resource as a supplement to the library.</li> <li><input type="checkbox"/> During the height of the COVID-19 Pandemic, the CSUF Information Technology Division made several technology items available at no cost to students, faculty, and staff (portable WIFI, laptops, mobile phones, etc.).</li> </ul>
e.	<p>Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.</p> <p><b><u>Response:</u></b></p> <p>The program is supported by the following gathering spaces:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The College of HHD support the Student Success Center centrally located for the HUSR students to access for studying, computer support and informal gathering.</li> <li><input type="checkbox"/> The HUSR full-time faculty have their own office with computer and printers and telephone support. Each also has their own laptop and/or iPad, as well.</li> <li><input type="checkbox"/> The HUSR part-time faculty have an office complex that includes 9 cubicles with computers, printers and telephones to be shared cooperatively for office hours and class preparation. A signup sheet is available for part-time faculty to organize space usage.</li> <li><input type="checkbox"/> All HUSR faculty have access to the Faculty Resource Room which supports meetings, informal gatherings, test taking and grading technology.</li> <li><input type="checkbox"/> Within the CHHD there are five conference rooms utilized by faculty for meetings and other functions.</li> </ul>

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**J. Evaluation of Transfer Credits and Prior Learning**

*Context:* In order to promote and facilitate the transfer of credits, each program shall have policies and procedures for the evaluation of transfer credits and prior learning.

<b>Standard 10: Each program shall articulate the policies and procedures for the transfer of credits and the evaluation of prior learning.</b>	
<b>Specifications for Standard 10:</b>	
a.	<p>Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning.</p> <p><b><u>Response:</u></b></p> <p>The Human Service Department has a well-established articulation agreement (see attachment 6) with the community colleges, and is always open to articulating relevant courses/credits into our program when approached by a community college. Due to our interdisciplinary studies, we also have in place the ability to transfer units from programs such as psychology, social sciences, math, and child adolescent studies.</p> <p><i>See Attachment 6: Articulation Agreement with Community Colleges</i></p>
b.	<p>Describe how students receive this information.</p> <p><b><u>Response:</u></b></p> <p>We have a formal articulation agreement with many community colleges, most of which have handouts outlining the relevant coursework that is transferrable into the major that are made available to their students. We also have a website where we have a slide show that includes an outline of the major coursework that can be transferred into the major. When a student meets with the Human Services advisor at California State University, Fullerton their transcripts are evaluated for possible transfer coursework and the student is informed of both the formal articulated courses and the courses that meet the criteria to be informally articulated.</p> <p>When a student reviews their Titan Degree Audit, the agreed upon courses in the articulation agreement have been populated into their degree completion program. As such, students become aware of the transferred courses automatically in their transcripts, as well.</p>

**California State University, Fullerton**

**Department of Human Services**

**Matrix Illustrating Relationship of Required Courses to Curriculum Standards**

**For the Baccalaureate Degree Level**

**(Based on Standards as revised, July 2020)**

<b>Type of Course Content</b>	<b>Depth or Emphasis of Coverage</b>
I=Introduction of topic	L=Low
T=Theory covered	M=Moderate
K=Knowledge base	H=Heavy
S=Skills practice or field experience	

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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<b>Standards and Specifications</b>												
<b>Knowledge, Theory, Skills and Values</b>												
<b>1. History</b>  <i>Context:</i> The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.  <b>Standard 11: The curriculum shall include the historical development of human services.</b>												
<b>Specifications for Standard 11</b>												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The historical roots of human services.	I, H					I, T, L		T, K, M		I, T, K, M		
b. Historical and current legislation affecting services delivery.,	I, L	K, M				T, K, L		T, K, M		T, K,		

<b>Course Prefixes and Numbers</b>	H	H	H	C	P							
	U	U	U	A	S	H	H	H	H	H	H	H
	S	S	S	S	Y	S	S	S	S	S	S	S
	R	R	R	3	3	R	R	R	R	R	R	R
	2	3	3	1	4	3	3	4	4	3	4	4
	0	1	1	2	1	8	8	1	7	9	9	9
	1	0	5	P	S	0	5	1	0	6	5	6
				S	O							
				3	3							
				6	5							
				1	1							

										S, M		
c. How public and private attitudes influence legislation and the interpretation of policies related to human services.						I, T, M		T, K, M		I,T ,M		
d. The broader sociopolitical issues that affect human service systems.	I, L	K, L			I, M	T, K, S, M		T, K, S, H		T, K, S, M		
<b>2. Human Systems</b>												
<b>Context:</b> The human services professional must demonstrate an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.												
<b>Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.</b>												
<b>Specifications for Standard 12</b>												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Theories of human development.	I, L	K, M		T, K, H		T, K,		T, K,		T, K,		

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6

						S, M		S, M		S, M		
b. Small groups: 1. Overview of how small groups are used in human services settings, 2. Theories of group dynamics, and 3. Group facilitation skills.	I, L					T, K, S, M		I, T, K, M		I, T, S, M		
c. Changing family structures and roles.		K, L			T, K, H	T, K, H		T, M		T, K, S, H		
d. An introduction to the organizational structures of communities.	I, L	K, L			T, K, M	I, T, L		T, K, M		T, K, S, H		
e. An understanding of the capacities, limitations, and resiliency of human systems.		K, L			T, K, M	T, K, H		T, K, S, H		T, M		
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.	I, L	K, M			K, L	T, K, S, M	S, M	T, K, S, H	K, L	T, K, S, M		
g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.		K, H				T, K, L		T, K,		T, K,		

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6

								S, H		S, H		
h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.						T, K, L		T, K, S, M		T, K, S, H		
<b>3. Human Service Delivery Systems</b>  <i>Context:</i> The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.  <b>Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.</b>												
<b>Specifications for Standard 13</b>												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The range and characteristics of human services delivery systems and organizations.	I, L	K, M				I, T, M		T, K, S, M		T, K, S, H		



<b>Course Prefixes and Numbers</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>C</b>	<b>P</b>							
	<b>U</b>	<b>U</b>	<b>U</b>	<b>A</b>	<b>S</b>							
	<b>R</b>	<b>R</b>	<b>R</b>	<b>S</b>	<b>Y</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>
	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>
	<b>1</b>	<b>0</b>	<b>5</b>	<b>P</b>	<b>S</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>
				<b>S</b>	<b>O</b>	<b>8</b>	<b>8</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>9</b>
				<b>Y</b>	<b>C</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>6</b>
				<b>3</b>	<b>3</b>							
				<b>6</b>	<b>5</b>							
				<b>1</b>	<b>1</b>							

b. The range of populations served and needs addressed by human services.	I, M	K, L			K, M	T, K, M		T, K, S, H		T, K, S, H		
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.	I, L	K, M			K, M	T, K, S, H		T, K, S, H	K, L	T, K, S, H		
d. An understanding of systemic causes of poverty and its implications.	I ,L					K, L		T, K, S, H		T, K, M		
e. An understanding of national and global social policies and their influence on human service delivery						K, L		T, K, S, H		T, K, L		
f. Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.	I, L	K, L				K, L		T, K, S, M		T, K, S, H		

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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<p><b>4. Information Literacy</b></p> <p><b>Context:</b> The delivery of human services depends on the appropriate integration of various forms of information.</p> <p><b>Standard 14: The curriculum shall provide knowledge and skills in information management.</b></p>												
<b>Specifications for Standard 14</b>												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Obtain, synthesize, and clearly report information from various sources.	I, L	K, L	K, M, S, M			T, K, M	S, H	T, K, M	S, M	T, K, S, H		
b. Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.	I, L		I, L			T, K, S, H		T, K, S, H		T, K, S, H		
c. Upholding confidentiality and using appropriate means to share information.	I, L	K, M	I, L			T, K, S, H		I, T, M		T, K, S, H		

<b>Course Prefixes and Numbers</b>	H	H	H	C	P								
	U	U	U	A	S	H	H	H	H	H	H	H	H
	S	S	S	S	Y	S	S	S	S	S	S	S	S
	R	R	R	1	C	R	R	R	R	R	R	R	R
	2	3	3	2	3	3	3	4	4	3	4	4	4
	0	1	1	P	4	8	8	1	7	9	9	9	9
	1	0	5	S	1	0	5	1	0	6	5	6	6
				Y	S								
				C	O								
				3	C								
				6	3								
				1	5								

d. Using technology to locate, evaluate, and disseminate information.	I, L		K, M, S, M			I, T, M	S, H	I, T, M	S, H	I, T, M			
<b>5. Planning and Evaluation</b>													
<b>Context:</b> A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.													
<b>Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.</b>													
<b>Specifications for Standard 15</b>													
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. Knowledge and skills to analyze and assess the needs of clients or client groups.	I, L	K, S, H	I, L			T, K, S, H		T, K, S, H		K, S, H			

<b>Course Prefixes and Numbers</b>	H	H	H	C	P	H	H	H	H	H	H	H
	U	U	U	A	S	U	U	U	U	U	U	U
	S	S	S	S	Y	S	S	S	S	S	S	S
	R	R	R	1	3	R	R	R	R	R	R	R
	2	3	3	2	4	3	3	4	4	3	4	4
	0	1	1	P	1	8	8	1	7	9	9	9
	1	0	5	S	S	0	5	1	0	6	5	6
				Y	O							
				3	3							
				6	5							
				1	1							

b. Skills to develop goals, and design and implement a plan of action.	I, L	K, S, H	I, L			T, K, S, H		T, K, S, H		T, K, S, H		
c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.		K, M	I, L			T, K, M	K, L	T, K, S, H	S, H	T, K, S, H		
<b>6. Client Interventions and Strategies</b>												
<b>Context:</b> Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.												
<b>Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.</b>												
<b>Specifications for Standard 16</b>												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Theory and knowledge bases of prevention, intervention, and maintenance strategies.	I, L	K, S, H				T, K, M	K, L	T, K, M		T, K, S, H		

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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b. Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.	I, L	K, S, M				T, K, S, H	K, M	K, S, M	K, M	K, S, H		
c. Knowledge and skill development in the following areas: 1. Case management a. Intake interviewing b. Helping skills c. Identification and use of appropriate resources and referrals  2. Group facilitation 3. Use of consultation.		K, S, H				T, K, S, H		I, T, K, S, M		T, K, S, H		
<b>7. Interpersonal Communication</b>  <b>Context:</b> The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.  <b>Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.</b>												
<b>Specifications for Standard 17</b>												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												

<b>Course Prefixes and Numbers</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>C</b>	<b>P</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>
	<b>U</b>	<b>U</b>	<b>U</b>	<b>A</b>	<b>S</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>
	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	<b>R</b>	<b>R</b>	<b>R</b>	<b>1</b>	<b>4</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>
	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>
	<b>0</b>	<b>1</b>	<b>1</b>	<b>P</b>	<b>S</b>	<b>8</b>	<b>8</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>9</b>
	<b>1</b>	<b>0</b>	<b>5</b>	<b>S</b>	<b>Y</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>6</b>
				<b>C</b>	<b>C</b>							
				<b>3</b>	<b>3</b>							
				<b>6</b>	<b>5</b>							
				<b>1</b>	<b>1</b>							

a. Clarifying expectations.						I, T, L		I, T		T, K, S, H		
b. Dealing effectively with conflict.						T, K, L		T, K, L		T, K, S, H		
c. Establishing rapport with clients.	I, L					T, K, S, H		T, K, S, M		T, K, S, H		
d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.	I, L	K, L				T, K, S, H	I, M	T, K, S, H	T, M	T, K, S, H		
<b>8. Administrative</b>												
<b>Context:</b> A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.												
<b>Standard 18:</b> The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.												
<b>Specifications for Standard 18</b>												

<b>Course Prefixes and Numbers</b>	H	H	H	C	P	H	H	H	H	H	H	H
	U	U	U	A	S	U	U	U	U	U	U	U
	S	S	S	S	Y	S	S	S	S	S	S	S
	R	R	R	3	3	R	R	R	R	R	R	R
	2	3	3	1	4	3	3	4	4	3	4	4
	0	1	1	2	1	8	8	1	7	9	9	9
	1	0	5	P	S	0	5	1	0	6	5	6
				S	O							
				3	3							
				6	5							
				1	1							

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Principles of leadership and management.		I, L					K, L		K, L			
b. Human resources and volunteer management.							K, L			I, T		
c. Grant writing, fundraising, and other funding sources							K, S, H			I, T, S, M		
d. Legal, ethical, and regulatory issues, and risk management.	I, L					I, T, M				I, T, M		
e. Budget and financial management.							I, M, K, H		K, L			
<b>9. Client-Related Values and Attitudes</b>												
<b>Context:</b> There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.												
<b>Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</b>												

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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<b>Specifications for Standard 19</b>												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The least intrusive intervention in the least restrictive environment.		I, L				T, K, S, H						
b. Client self-determination.		I, L				T, K, S, H		T, K, S, H		T, K, S, H		
c. Confidentiality of information.	I, L	K, M				T, K, S, H		T, K, S, H		I, T, M		
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.	I, L	K, L			T, M	T, K, S, H	K, M	T, K, S, H	K, M	T, K, S, H		
e. Belief that individuals, services systems, and society can change.	I, L	K, M			T, M	T, K, S, H	I, L	T, K, S, H	K, M	T, K, S, H		



<b>Course Prefixes and Numbers</b>	H	H	H	C	P	H	H	H	H	H	H	H
	U	U	U	A	S	U	U	U	U	U	U	U
	S	S	S	S	S	S	S	S	S	S	S	S
	R	R	R	3	3	R	R	R	R	R	R	R
	2	3	3	1	4	3	3	4	4	3	4	4
	0	1	1	2	1	8	8	1	7	9	9	9
	1	0	5	P	S	0	5	1	0	6	5	6
				S	O							
				3	3							
				6	5							
				1	1							

f. Interdisciplinary team approaches to problem solving.		I, L				T, K, M		T, K, S, H		T, K, S, H		
g. Appropriate professional boundaries.	I, L	K, L				T, K, S, H		T, K, M		T, K, S, H		
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).	I, L	K, L				T, K, S, H		I, T, M		T, K, S, H		
<b>10. Self-Development</b>  <b>Context:</b> Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.  <b>Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</b>												
<b>Specifications for Standard 20</b>												

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Conscious use of self.						T, K, S, H				T, K, S, H	T, K, S, H	
b. Clarification of personal and professional values.	I, L					T, K, S, H				T, K, S, H	T, K, S, H	
c. Awareness of diversity.	I, L	K, M				T, K, S, M	K, L		K, S, M	T, K, S, M	T, K, S, H	
d. Strategies for self-care.	I, L					T, K, S, M				T, K, S, M	T, K, M	
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).						T, K, S, H				T, K, S, H	T, K, S, H	

<b>Course Prefixes and Numbers</b>	H	H	H	C	P								
	U	U	U	A	S	H	H	H	H	H	H	H	H
	S	S	S	S	Y	S	S	S	S	S	S	S	S
	R	R	R	3	3	R	R	R	R	R	R	R	R
	2	3	3	1	4	3	3	4	4	3	4	4	4
	0	1	1	2	1	8	8	1	7	9	9	9	9
	1	0	5	P	S	0	5	1	0	6	5	6	6
				S	O								
				3	3								
				6	5								
				1	1								

<b>Field Experience</b>												
<p><b>1. Field Experience</b></p> <p><b>Context:</b> Field experience such as a practicum or internship occurs in a human service setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.</p> <p><b>Standard Number 21: The program shall provide field experience that is integrated with the curriculum.</b></p>												
<b>Specifications for Standard 21</b>												
As evidence of meeting this standard, programs must provide a description in the self-study narrative and supporting evidence for all courses offering fieldwork experiences:												
a. Provide a brief description of the overall process and structure of the fieldwork learning experience.						I, T, L				T, K, S, H	T, K, S, H	T, K, S, H
b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.										S, H	S, H	S, H
c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.										T, K,	T, K,	T, K,

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6

											S, H	S, H	S, H
d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.											K, S, H	K, S, H	K, S, H
e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.											K, S, H	K, S, H	K, S, H
f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.											K, S, H	K, S, H	K, S, H
g. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.											S, H	S, H	S, H
h. Demonstrate how the field experience provides the student an opportunity to progress from: 1. Observation to 2. Directly supervised client contact to 3. Indirectly supervised client contact to... 4. An independent caseload OR assignment of administrative responsibility.											K, S, H	K, S, H	K, S, H
i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no											S, H	S, H	S, H

<b>Course Prefixes and Numbers</b>	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2  P S Y C 3 6 1	P S Y C 3 4 1  S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6

less than one level of degree above the level of degree awarded by the program.												
j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.										S, H	S, H	S, H

## II. CURRICULUM: BACCALAUREATE DEGREE

### A. Knowledge, Theory, Skills, and Values

#### 1. History

**Context:** The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

**Standard 11: The curriculum shall include the historical development of human services.**

**Specifications for Standard 11:**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a.	<p>The historical roots of human services as a discipline and profession.</p> <p><b>Response:</b></p> <p>HUSR 201: Introduction to Human Services, deals with the historical roots of human services. This initial course deals with topics such as: human services in contemporary America; special populations; theoretical perspectives in human services; characteristics of human services workers; the structure and function of agencies; prevention issues; legislation regarding populations with special needs; and current trends and practices. The first two chapters of the text provide a broad based historical review of the field of human services. Students typically complete quizzes or exams over these matters.</p> <p>Other courses also address the history of Human Services, on some level. HUSR 310, Case Management, discusses the roots of the biopsychosocial approach to helping individuals. Quizzes or exams are also used in this course. HUSR 380, Theories and Techniques of Counseling, discusses the historical development of counseling theories and approaches, including how they have evolved in response to changing cultural trends. Quizzes or exams are also utilized in this course. Finally, HUSR 385, Program Design and Proposal Writing, briefly reflects on the historical roots of client needs and human services agency responses to those needs. This is awareness is demonstrated in the formulation of a comprehensive Needs Statement that is tied to a program proposal assignment.</p>
b.	<p>Historical and current legislation affecting human service delivery.</p> <p><b>Response:</b></p> <p>HUSR 201, Introduction to Human Services, discusses current trends and practices for a variety of human service matters. Examples include addictions, the unhoused population, FERPA and HIPPA, funding for education, criminal justice, racial discrimination, and more. Students are typically quizzed or tested over this material. In HUSR 411, Service Delivery to Communities, students discuss how current legislation impacts individuals, families, and communities. Topics include things like ableism, gender identity, prejudice, and more. Students learn about historical perspectives of issues like sexual orientation and how those have evolved, impacting human service provision. These matters are reviewed by way of tests and in a group project covering a topic/issue of the students' choosing.</p>

c.	<p>How public and private attitudes influence legislation and the interpretation of policies related to human services.</p> <p><b><u>Response:</u></b></p> <p>HUSR 201, Introduction to Human Services, provides lectures and assigned readings on the evolution and struggles with legislation, policy, and advocacy in the human services along with review of personal and professional bias that may impact the profession. Students engage in written reflective work to demonstrate their awareness of these matters.</p> <p>This content is also discussed in more depth in HUSR 411, Service Delivery to Communities, where students reflect on diversity issues. The group assignment in that course involves a review of how social problems and solutions evolve over time, as well as their impact on society and what best practices might be utilized to address those social problems today.</p>
d.	<p>The broader sociopolitical issues that affect human service systems</p> <p><b><u>Response:</u></b></p> <p>HUSR 201, Introduction to Human Services, provides assigned readings and lectures on sociopolitical issues in the human services; it also contains a community based learning assignment for students to interview a Human Services professional in order to learn the workings of human services agencies and their missions. This includes how sociopolitical issues impact those agencies.</p> <p>HUSR 411, Service Delivery to Communities provides lectures, readings, presentations, guest speakers, and experiential exercises that relate to diversity in the human services and how it relates to the differing social and political ideologies held by individuals and groups; it also contains a group assignment for students to gather insight into how certain groups are impacted by sociopolitical issues and what human services strategies might effectively assist those groups.</p>

## 2. Human Systems

**Context:** The human services professional must demonstrate an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

**Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.**

**Specifications for Standard 12:**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a.	<p>Theories of human development.</p> <p><b><u>Response:</u></b></p> <p>The Human Services Department works in partnership with the Department of Child and Adolescent Studies (CAS) and Psychology (PSYC) to offer courses that discuss human development in a comprehensive manner. CAS 312, Human Growth &amp; Development, and PSYC 361, Developmental Psychology, both provide lectures, assigned readings and in-class activities relating to human development throughout the lifespan. Students demonstrate their understanding of this content by way of quizzes, exams, and written assignments.</p>
b.	<p>Small groups:</p> <p>1. Overview of how small groups are used in human services settings</p> <p><b><u>Response:</u></b></p> <p>HUSR 310, Case Management, discusses the process of formulating a comprehensive treatment plan for individuals. Group work is often a key component of such a plan. As such, student reflect on the different types of groups, the purposes of them, and when they are indicated. Students demonstrate their understanding of these matters in their comprehensive treatment plan development.</p> <p>HUSR 380, Theories and Techniques of Counseling, discusses various approaches to group work informed by different theoretical perspectives. Students demonstrate their understanding of these matters based on quizzes, exams, and written case reflections.</p> <p>In HUSR 496, Internship Seminar, student review matters related to types of groups, stages of group development, group dynamics, and group facilitation skills. As such, they demonstrate their understanding of these matters in group facilitation practice during the course.</p> <hr/> <p>2. Theories of group dynamics</p> <p><b><u>Response:</u></b></p> <p>Students in HUSR 380, Theories and Techniques of Counseling, discuss various approaches to group work informed by different theoretical perspectives. This includes how certain group dynamics might be interpreted. Students demonstrate their understanding of these matters based on quizzes, exams, and written case reflections.</p> <p>In HUSR 496, Internship Seminar, students review matters related to types of groups, stages of group development, group dynamics, and group facilitation skills. As such, they demonstrate their understanding of these matters in group facilitation practice during the course.</p> <p>Additional HUSR electives that discuss group dynamics include HUSR 416 – Group Process and Membership, HUSR 450 – Theories &amp; Techniques of Group Counseling.</p>



	<p>3. Group facilitation skills.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 496, Internship Seminar, students review matters related to types of groups, stages of group development, group dynamics, and group facilitation skills. As such, they demonstrate their understanding of these matters in group facilitation practice during the course.</p>
c.	<p>Changing family structures and roles.</p> <p><b><u>Response:</u></b></p> <p>In SOCI 351, Sociology of the Family, students are presented with major theories of family structure and roles. Students discuss how families change over time and the impact of culture and sociopolitics on families. This material is presented in lectures, readings, and evaluated by way of examinations and written analysis of a given family case study.</p> <p>In CAS 312, Child Development, students are exposed to the changing roles all members of a family play as children grow and as members move through the stages of psychosocial development. Exams and papers are used to assess student learning in this area.</p> <p>Changing family structure and roles is covered in HUSR 411, Human Services Delivery to Communities, during the action plan term paper writing process. Students apply 3 conceptual tools: Levels of Culture; Six Barriers (to effective relations), and Aspects of Culture. There are 12 aspects covered, one of which is “family life processes”---change in family structure and roles are covered with this Aspect of Culture in relation to the students action plan for the community they are researching.</p>
d.	<p>An introduction to the organizational structures of communities.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 210, Introduction to Human Services, there is a chapter on organizational structures on the course text that discusses how nonprofit, public and private human service agencies are structured how and funding is provided. Exams are used to assess student learning in this area, as is a written analysis of a given human services agency.</p> <p>HUSR 411 requires eleven worksheets that prepare students for writing the action plan term paper; the action plan term paper examines the organization structures of the community students are studying in order to develop their intervention plan.</p>
e.	<p>An understanding of the capacities, limitations, and resiliency of human systems.</p> <p><b><u>Response:</u></b></p>

	<p>Students in HUSR 411 gain insight into human capacities, limitations and resiliency of human systems in the action planning learning process (the eleven worksheets, film discussions and the term paper); Students in HUSR 496 also gain insight into human capacities, limitations and resiliency of human systems when they write 7 reflective analytical reports about the target population the students are providing service through their internship experience.</p>
f.	<p>Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.</p> <p><b><u>Response:</u></b></p> <p>The emphasis on context and role of diversity in determining and meeting human needs is also covered in the HUSR 411 class—the readings, the film discussions &amp; analyses; the worksheet responses; and the action plan term paper writing process. The HUSR 496 also incorporates attention to the context and diversity of the communities students serve in their internship and the seven reflective analytical reports address diversity issues as they arise and the interventions the students use that they learned in the course readings and reflective analytical discussions.</p>
g.	<p>Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, students are exposed to the role of advocacy at a beginning level and gain a beginning level of understanding of grassroots agencies as assessed by exams and class discussion. This material is covered in the course text, too.</p> <p>Students in HUSR 411 learn processes to effect social change through advocacy work at all levels of society...through the Four Levels of Culture conceptual tool (personal level; group level—family/community; organization/ institutional level; and U.S. Mainstream National cultural level --and its institutions). HUSR 496 also focuses on this topic and students write about it in their seven reflective analytical reports. These are assessed in quizzes, examinations, and written assignments.</p>
h.	<p>Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.</p> <p><b><u>Response:</u></b></p> <p>Again HUSR 411 and HUSR 496 focus on these processes in their assignments described in previous segments above (c, d, e. &amp; g), of this Accreditation Response write-up—in the assignments in both classes.</p>

### 3. Human Service Delivery Systems

*Context:* The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

<b>Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.</b>	
<b>Specifications for Standard 13:</b>	
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:	
a.	<p>The range and characteristics of human service delivery systems and organizations.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, students read in their text, and discuss the various human service delivery systems and types of agencies. They visit an agency and write up the system, they take exams to assess knowledge of these systems.</p>
b.	<p>The range of populations served and needs addressed by human services professionals.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, there are two chapters devoted to a wide range of populations using human services including vulnerable populations, criminal populations, survivors of abuse and violence, substance abuse populations, and survivors of trauma to name a few. The needs and services appropriate for each is addressed in detail in the text, in class discussions and assessed through exams.</p>
c.	<p>The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.</p> <p><b><u>Response:</u></b></p> <p>HUSR 201, Introduction to Human Services, addresses primary, secondary and tertiary prevention programs in detail for each population addressed above. Students are assessed on their knowledge of this by exams.</p> <p>Additionally, in each fieldwork course (HUSR 396, 495, &amp; 496), students analyze the agency at which they are interning and describe the models used in that placement.</p> <p>Finally, in HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, major theories are taught and written about by students including the psychodynamic approaches, the humanistic approaches, cognitive approaches, postmodernist approaches, and family/systems approaches.</p>

#### 4. Information Literacy

**Context:** The delivery of human services depends on the appropriate integration of various forms of information.

d.	<p>An understanding of systemic causes of poverty and its implications.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, poverty is explored as to its causes in terms of the sociopolitical forces. Poverty is also addressed in SOCI 351, Sociology of the Family, and HUSR 411, Service Delivery to Diverse Communities. In each of these courses, mastery of this content is assessed through exams and written assignments.</p>
e.	<p>An understanding of national and global social policies and their influence on human service delivery.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, national social policies related to themes such as racism, sexism, heterosexism, immigration, etc. are explored and related to human services delivery. Other national and international political and environmental factors are also addressed in SOCI 351, Sociology of the Family, and HUSR 411, Service Delivery to Diverse Communities. In each of these courses, mastery of this content is assessed through exams and written assignments.</p>
f.	<p>Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.</p> <p><b><u>Response:</u></b></p> <p>The advocacy role of human services is introduced in HUSR 201, through reading material and class discussions. In HUSR 310 – Case Management, there are readings and class discussions focusing on constituency building and community development. In HUSR 411, those themes are addressed in a more applied manner and students are asked to formulate strategies for how human services professionals might address inequities on the micro and macro levels.</p>

**Standard 14: The curriculum shall provide knowledge and skills in information management.**

**Specifications for Standard 14:**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a.	<p>Obtain, synthesize, and clearly report information from various sources.</p> <p><b><u>Response:</u></b></p>
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	<p>HUSR 315, Research and Data Management, introduces students to the research process and students integrate their learning into the creation of assignments such as annotated bibliographies, literature reviews, and research proposals.</p> <p>In HUSR 385, Program Design &amp; Proposal Writing, students review a variety of information sources – demographics, research literature from a variety of databases, needs assessment data, and more. The information is integrated into a program proposal to address the needs of a given populations by way of an in depth human services program.</p>
b.	<p>Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 315, as noted above, students are introduced to processes of how to evaluate the validity and reliability of data. Matters like peer review are discussed, along with how biases influence how information is presented and interpreted. Students are quizzed and tested on this information and student written work is an application of this content.</p>
c.	<p>Upholding confidentiality and using appropriate means to share information.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, HUSR 310, Case Management, and HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, there are textbook chapters related to ethics, all of which discuss confidentiality, informed consent, and releases of information. Knowledge about these matters is assessed by way of quizzes and exams, as well as class discussions and/or written case scenarios.</p>
d.	<p>Using technology to locate, evaluate, and disseminate information.</p> <p><b><u>Response:</u></b></p> <p>Information seeking and securing is assessed in HUSR 315 and HUSR 385, as noted above. Students learn about multiple databases and how to utilize things like Boolean Operators and methods of formatting and publicizing information. These skills are assessed by way of tests and written assignments. An example of a library search database exercise is found in Attachment 32.</p> <p><i>Attachment 32: HUSR 385 Library Research Handout</i></p>

## 5. Program Planning and Evaluation

**Context:** A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

**Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.**

**Specifications for Standard 15:**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a.	<p>Knowledge and skills to analyze and assess the needs of clients or client groups.</p> <p><b><u>Response:</u></b></p> <p>This content is introduced in HUSR 201 – Intro to Human Services, by way of textbook content about the role of human services professions in meeting the needs of given populations. That content is assessed through quizzes and examinations.</p> <p>There is a more robust coverage of this content in HUSR 310 – Case Management and HUSR 380 – Theories &amp; Techniques of Counseling and Psychotherapy. In HUSR 310, students examine the needs of clients and groups from a comprehensive biopsychosocial model, understanding how needs arise and how effective case management strategies might meet those needs. This is assessed by way of quizzes, examinations, and the creation of a comprehensive client case file.</p> <p>In HUSR 380, students are introduced to methods of basic clinical assessment of individuals, families, and groups. Symptom and wellness measures are introduced and basic understandings of clinical treatment planning are discussed. These are assessed by way of quizzes, examinations, and written case responses.</p>
b.	<p>Skills to develop goals, and design and implement a plan of action.</p> <p><b><u>Response:</u></b></p> <p>As mentioned above, students formulate a comprehensive case management plan for a given client scenario in HUSR 310 – Case Management. Specific goals are discussed, along with ways to reach those goals and measure progress/success. The case management folder assignment brings those skills together.</p> <p>In HUSR 385 – Program Design &amp; Proposal Writing, students develop goals, with measurable outcomes, for a proposed human services program. Methods for evaluating standards of success are also required. This material is assessed in the comprehensive program proposal assignment.</p>
c.	<p>Skills to evaluate the outcomes of the plan and the impact on the client or client group.</p>

	<p><b><u>Response:</u></b></p> <p>As indicated in the above narratives, HUSR 310 and HUSR 385 both include the development of plans to address human services needs of individuals and groups. Both also require the student to include processes by which they will assess the quality and quantity of their proposed plans.</p> <p>In HUSR 470 – Program Evaluation, students learn about the multiple ways that program quality and effectiveness/impact may be assessed. Students practice in Excel, using a variety of statistical methods of measuring program outcomes. Students are required to develop a program and conduct a pre and post assessment of specific desired outcomes as part of the course requirements.</p>
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### 6. Client Interventions and Strategies

*Context:* Human service professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

<b>Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.</b>	
<b>Specifications for Standard 16:</b>	
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:	
a.	<p>Theory and knowledge bases of prevention, intervention, and maintenance strategies</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, students are introduced to the nature of prevention versus intervention, including the different levels of prevention, etc. This material is covered in the course text and students are assessed on it by way of quizzes and examinations.</p> <p>This content is expanded on significantly in HUSR 310 – Case Management. Students learn about specific prevention and intervention programs, reflecting on the least restrictive to most, etc. Students reflect on cases and assess what types of prevention or intervention methods might be most appropriate for a given situation or case. Case studies, as well as examinations, are used to assess this learning.</p> <p>In HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, students read about different clinical approaches to mental health and relational challenges that individuals and families face. They assess what strategies might be most appropriate for given cases in written reflections and examinations.</p> <p>In HUSR 385, students look at needs assessment data and determine what programming might be most appropriate for addressing the needs of a given community, school, or organization.</p>

	<p>They create a program (prevention, intervention, or maintenance) as a part of their proposal project.</p>
<p>b.</p>	<p>Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 310, Case Management, students learn about different types of assessments for individuals, families, schools, communities, etc. They reflect on what processes of assessment might be most useful for a given setting and how the data yielded from that assessment may be used in a comprehensive case management program.</p> <p>In HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, students learn about the basic attending skills and practice them in partnership with others in class, either in triads of small groups. Active Listening, reflecting of feeling, paraphrasing of content, and basic assessment of content are all discussed in the class and students demonstrate their skills acquisition by way of in person or recorded role plays.</p> <p>In HUSR 385, Program Design &amp; Proposal Writing, students learn about different methods of needs assessments in communities and in organizations. Students engage in needs assessments exercises, either conducting one of their own or analyzing data from existing needs assessments made available through the United Way, or other organizations. Students then formulate plans for how to address the needs in that data and this is assessed by way of written discussions or classroom exercises.</p> <p>In HUSR 411, Service Delivery to Diverse Communities, students have lectures, readings, case studies, and guest speakers addressing the needs and assessment of diverse client groups; it also contains applied writing assignments where students address these issues in reflections and case applications. Advocacy and consultation are also both highlighted in HUSR 411.</p>
<p>c.</p>	<p>Knowledge and skill development in:</p> <ol style="list-style-type: none"> <li>1. Case management       <ol style="list-style-type: none"> <li>a. Intake interviewing</li> </ol> </li> </ol> <p><b><u>Response:</u></b></p> <p>HUSR 310 - Case Management, explores knowledge and skill development in case management. This includes assigned readings, lectures, observations, and role playing to demonstrate skills in intake interviewing; it also involves a practical assignment for students to demonstrate skills in applying information from an interview to a given case file.</p> <p>In HUSR 380 – Theories &amp; Techniques of Counseling &amp; Psychotherapy, students learn about the basic attending skills and practice them in partnership with others in class, either in triads of small groups. Active Listening, reflecting of feeling, paraphrasing of content, and basic assessment of content are all discussed in the class and students demonstrate their skills acquisition by way of in person or recorded role plays.</p>



b. Helping skills

**Response:**

In HUSR 201, Introduction to Human Services, students are introduced to the nature of being a helping professional and what “helping” might mean in a variety of contexts and professional settings. This material is covered in the course text and students are assessed on it by way of quizzes and examinations.

In HUSR 310, Case Management, student are exposed to the vast variety of processes that are available in the realm of “helping.” Students reflect on cases and assess what types of prevention or intervention methods might be most appropriate for a given situation or case. Case studies, as well as examinations, are used to assess this learning.

In HUSR 380, Theories & Techniques of Counseling & Psychotherapy, students read about different clinical approaches to mental health and relational challenges that individuals and families face. They assess what strategies might be most appropriate for given cases in written reflections and examinations.

c. Identification and use of appropriate resources and referrals.

**Response:**

Students learn about the need to coordinate with multiple sources to support clients in HUSR 310 – Case Management. They have assignments connected to seeking out and reporting resources in their communities related to a variety of issues – homelessness, lack of healthcare, grief/loss, lack of childcare, intimate partner violence, etc. Written assignments connected to case scenarios, as well as class presentations, are used to assess this content.

Additionally, in the HUSR Fieldwork courses (396, 495, & 496) students’ abilities to assess client needs, identify resources, and effectively refer clients to services is also assessed by way of supervisory feedback and student written reflections.

2. Group facilitation

**Response:**

Students in HUSR 380, Theories and Techniques of Counseling, discuss various approaches to group work informed by different theoretical perspectives. This includes how certain group dynamics might be interpreted. Students demonstrate their understanding of these matters based on quizzes, exams, and written case reflections. Students also practice basic attending skills in role plays in pairs, triads, or small groups.

In HUSR 496, Internship Seminar, students review matters related to types of groups, stages of group development, group dynamics, and group facilitation skills. As such, they demonstrate their understanding of these matters in group facilitation practice during the course. Faculty

assess students' skills at group facilitation and offer feedback on those skills.

Additional HUSR electives that discuss group dynamics include HUSR 416 – Group Process and Membership, HUSR 450 – Theories & Techniques of Group Counseling.

3. Use of consultation

**Response:**

HUSR 310, Case Management, includes readings and lectures on consultation as well as offers assignments for practical experience and knowledge application with consultation (i.e., the case folder assignment, case scenarios, or class presentations). Students are also quizzed or take examinations to assess their understanding of consultation and how to carry it out ethically, ensuring confidentiality.

In the HUSR Fieldwork courses (396, 495, & 496) students receive on-site supervision and experience consultation, as well as faculty supervision, peer consultation, and theory-to-practice case presentations in a seminar format.

### 7. Interpersonal Communication

*Context:* The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

**Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.**

**Specifications for Standard 17:**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a.	<p>Clarifying expectations.</p> <p><b><u>Response:</u></b></p> <p>Both HUSR 411- Service Delivery to Diverse Communities, and HUSR 496 – Internship Seminar require structured Self-reflective debriefs—both written and verbal in which students discuss: 1) what did you experience in this activity (describe feelings, etc.); 2) what did you learn about yourself; 3) what did you learn about others; 4) how can you apply what you learned in a practical way—at your internship. These are assessed in quizzes, examinations, and written assignments, such as the action plan term paper.</p>
b.	<p>Dealing effectively with conflict.</p> <p><b><u>Response:</u></b></p>

	<p>In HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, students read and hear lectures of content related to potential causes of conflict between people and within oneself. They also learn about methods of conflict resolution informed by various counseling theories. In their review of basic attending skills for individuals and groups, students also learn about confrontation and other directive techniques. This knowledge is assessed by quizzes and exams, as well as demonstrations of skills in class. These are reviewed and assessed again in HUSR 496, Internship Seminar.</p>
c.	<p>Establishing rapport with clients.  <u><b>Response:</b></u></p> <p>Students in HUSR 380, Theories and Techniques of Counseling, discuss various approaches to individual and group work informed by different theoretical perspectives. This includes basic attending skills as well as the importance of building rapport by way of the use of empathic responses and integrating cultural sensitivity. Students demonstrate their understanding of these matters based on quizzes, exams, and written case reflections. Students also practice rapport building skills in role plays in pairs, triads, or small groups. These are reviewed and assessed again in HUSR 496, Internship Seminar.</p> <p>HUSR 411, Service Delivery to Diverse Communities provides lectures, readings, presentations, guest speakers, and experiential exercises that relate to diversity in the human services and how it relates to the differing social and political ideologies held by individuals and groups; it also contains content designed to assist human service professionals in their ability to establish rapport across lines of difference. This is assessed by way of class discussions, examinations, and written work.</p>
d.	<p>Developing and sustaining behaviors that are congruent with the values and ethics of the profession.  <u><b>Response:</b></u></p> <p>In HUSR 201, Introduction to Human Services, HUSR 310, Case Management, and HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, textbook chapters are dedicated to the values and ethics of the human services professions. Knowledge about these matters is assessed by way of quizzes and exams, as well as class discussions and/or written case scenarios.</p>

### 8. Administrative

*Context:* A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

**Standard 18:** The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the human service delivery system.

**Specifications for Standard 18:**

<p>Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:</p>	
a.	<p>Principles of leadership and management.  <b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, students read a chapter related to leadership styles in nonprofit and public agencies and their level of mastery of this content is assessed through exams.</p>
b.	<p>Human resources and volunteer management.  <b><u>Response:</u></b></p> <p>In HUSR 385, students read about staffing for programs as they consider how to build a given program designed to meet specific human services concerns. They learn about staffing patterns, full-time equivalencies (FTEs), the importance of volunteers, non-profit board development, volunteer training, and more. Students integrate their understanding of these matters into their written grant/program proposal and they are also assessed on their understanding of these matters by way of written class exercises and examinations.</p>
c.	<p>Grant writing, fundraising, and other funding sources.  <b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, students are exposed to grant writing and their understanding of that content is assessed by exams.</p> <p>In HUSR 385, Program Design &amp; Proposal Writing, students are taught about program finance development strategies and they are walked through the process of how to write a grant proposal. A major project for that course is the creation of a full grant proposal and there is a clear grading rubric utilized that is structured like many foundation grant evaluations. Program financial sustainability is discussed and the program proposal must include the student’s plan for fundraising once initial grant funding ends.</p>
d.	<p>Legal, ethical, and regulatory issues, and risk management.  <b><u>Response:</u></b></p> <p>In HUSR 201 and HUSR 310 – Case Management, the course texts both include chapters related to Ethics and ethical decision making. Students are assessed in their learning of these matters by way of quizzes, examinations, and written case studies.</p>
e.	<p>Budget and financial management.  <b><u>Response:</u></b></p>

	In HUSR 385, students are taught about how to construct budgets and formulate costs for program expenditures. These elements are integrated into the student’s final project of a written grant proposal. Specifics such as FTEs, In-kind Contributions, etc. are all discussed and applied to the written grant proposal.
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### 9. Client-Related Values and Attitudes

*Context:* There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

<b>Standard 19: The curriculum shall incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice.</b>
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<b>Specifications for Standard 19:</b>
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Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:
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a.	<p>The least intrusive intervention in the least restrictive environment.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 310, Case Management, students learn about different levels of treatment and how the least restrictive environment is more beneficial to developing client efficacy. This content is found in the course text and other readings, is discussed in class, and is integrated into the comprehensive client case file project when students are formulating their treatment plans.</p> <p>In HUSR 380, Theories and Techniques of Counseling and Psychotherapy, the course text discusses different levels of treatment and advocates for lesser restrictive approaches. This learning is assessed by way of quizzes, exams, and written case studies.</p>
b.	<p>Client self-determination.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 310, as noted in letter A, students read about and discuss client self-efficacy and the importance of client voices in their own human services goals and outcomes. These are integrated into the comprehensive client case file project and these themes are also reviewed on quizzes and examinations.</p> <p>In HUSR 411, Service Delivery to Diverse Communities, students read about discuss the importance of client self-determination as it relates to openness to diverse ways of living and choice making. In particular, the ethical imperative on human services professionals not influencing client goals is emphasized. These matters are assessed by way of quizzes, exams, and case discussions.</p>
c.	<p>Confidentiality of information.</p> <p><b><u>Response:</u></b></p>

	<p>In HUSR 201, Introduction to Human Services, HUSR 310, Case Management, and HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, there are textbook chapters related to ethics, all of which discuss confidentiality, informed consent, and releases of information. Matters related to mandated reporting and the appropriate limits of confidentiality are also discussed. Knowledge about these matters is assessed by way of quizzes and exams, as well as class discussions and/or written case scenarios.</p>
d.	<p>The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.</p> <p><b><u>Response:</u></b></p> <p>Both HUSR 411 – Service Delivery to Diverse Communities and HUSR 496 - Internship Seminar, emphasize the importance of understanding and working effectively with both emic data (client values, beliefs etc.) and etic data (the human services profession’s values, protocols, &amp; ethics, and ethical standards of the profession). These are assessed in quizzes, examinations, and written assignments.</p> <p>CAS 312, Human Growth &amp; Development, and PSYC 361, Developmental Psychology, both provide lectures, assigned readings and in-class activities relating to human development throughout the lifespan, as well as what makes an individual uniquely who they are. Students demonstrate their understanding of this content by way of quizzes, exams, and written assignments.</p>
e.	<p>Belief that individuals, services systems, and society can change.</p> <p><b><u>Response:</u></b></p> <p>The Human Services department is built upon the Humanistic belief that all individuals may change. This philosophy permeates our curriculum and our approaches to working with students and our community partners.</p> <p>Specifically, in HUSR 201, Introduction to Human Services, theories of change are introduced to students in the course text and in class discussions. Student understanding of these areas is assessed in quizzes and examinations.</p> <p>HUSR 380, Theories and Techniques of Counseling and Psychotherapy, builds on the content introduced in HUSR 201 and aligns ideas of change with specific established theories that inform clinical practice today. Student knowledge of these is assessed in quizzes, examinations, and/or case studies.</p> <p>Both HUSR 411, Service Delivery to Diverse Communities and HUSR 396 - Practicum Seminar, emphasize the importance of understanding and working effectively with both emic data and etic data as they relate to individuals, service systems, social factors and how change</p>

	occurs within them, informed by diversity. These are assessed in quizzes, examinations, and written assignments.
f.	<p>Interdisciplinary team approaches to problem solving.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, students are presented with the biopsychosocial model, the eclectic model, and the multidisciplinary team approach in a chapter within the course text. They are assessed on their understanding of this interdisciplinary approach by way of course examinations.</p> <p>In HUSR 310, Case Management, students read content and hear lectures related to coordination of services. Multidisciplinary strategies are discussed in the context of case management and providing a comprehensive biopsychosocial treatment plan for clients, families, or communities. This material is assessed by way of quizzes, exams, and integration into the case file assignment.</p> <p>In HUSR Fieldwork (396, 495, &amp; 496) students are supervised on site and in the class seminars in relation to working with other agencies and providers to ensure comprehensive plans for client success are in place.</p>
g.	<p>Appropriate professional boundaries.</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, HUSR 310, Case Management, and HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, there are textbook chapters related to ethics, all of which discuss the importance of boundaries and how to avoid dual relationships. Knowledge about these matters is assessed by way of quizzes and exams, as well as class discussions and/or written case scenarios.</p> <p>Additionally, in all of the Fieldwork courses (396, 495, &amp; 496) students are reminded of the ethical mandates of dual relationships and also the importance of self-care. Students discuss fieldwork experiences and personal and professional boundaries are integrated into those discussions. Students also produce written statements related to self-care, which includes clarifying those boundaries.</p>
h.	<p>Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available at <a href="https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals">https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals</a> ).</p> <p><b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, HUSR 310, Case Management, and HUSR 380, Theories &amp; Techniques of Counseling &amp; Psychotherapy, there are textbook chapters related to ethics. The National Organization for Human Services/Council for Standards in Human Service Education is linked to the CSUF Human Services website and the Code of Ethics is prominently</p>

	displayed just outside the HUSR Offices. Knowledge about these matters is assessed by way of quizzes and exams, as well as class discussions and/or written case scenarios.
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### 10. Self-Development

*Context:* Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

<p><b>Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</b></p>
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<p><b>Specifications for Standard 20:</b></p>
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<p>Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:</p>
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<p>a.</p>	<p>Conscious use of self.</p> <p><b><u>Response:</u></b></p> <p>The notion of the “self” as human services professional is introduced in HUSR 380, Theories &amp; Techniques of Counseling and Psychotherapy. The course text begins with the importance of understanding one’s self as the primary instrument/tool in working with clients. As the different theories and techniques are discussed, class exercises and written assignments are utilized to assess how student understanding of these matters. For instance, within the discussion of Existential theory, students reflect on their own meaning and purpose in life, personally and professionally. They are asked to reflect on themselves and how they might invest in working with others. Also, notions of counter-transference are discussed when reviewing Psychoanalytic and Psychodynamic approaches and students are asked to consider how their sense of self is related to that.</p> <p>In HUSR 411, Service Delivery to Diverse Communities, students are invited to reflect on their own assumptions, biases, and belief systems. While students are not asked to alter their belief systems, they are asked to reflect on how they might effectively interact with others, as people who hold those beliefs and how they might be impacted by others who believe very different things. This content is assessed by way of written reflective assignments.</p> <p>Finally, in all of the HUSR fieldwork courses (396, 495, &amp; 496) students are engaged in reflective writing related to how they relate to clients, colleagues, and supervisors and how their sense of self is useful, or challenging, to those interactions.</p>
<p>b.</p>	<p>Clarification of personal and professional values.</p> <p><b><u>Response:</u></b></p>



	<p>Beginning in HUSR 201, Introduction to Human Services, students are asked to reflect on their own personal values and how those might inform their professional identity. How might they help? How might they hinder? Class discussions and written reflections are used to assist students in clarifying how to ensure their personal values do not influence their professional judgment and decision making.</p> <p>As mentioned earlier in this document, in HUSR 411, Service Delivery to Diverse Communities, students are invited to reflect on their own assumptions, biases, and belief systems. Students discuss and write reflections related to how they might effectively ensure that their own values do not influence their clients or the work they do with their clients.</p> <p>Finally, in all of the HUSR fieldwork courses (396, 495, &amp; 496) students are engaged in reflective writing related to how they might ensure their personal values do not influence their professional decision making.</p>
c.	<p>Awareness of diversity. <b><u>Response:</u></b></p> <p>HUSR 411, Service Delivery to Diverse Communities provides lectures, readings, presentations, guest speakers, and experiential exercises that relate to diversity in the human services and how it relates to the differing social and political ideologies held by individuals and groups; it also contains a group assignment for students to gather insight into how certain groups are impacted by sociopolitical issues and what human services strategies might effectively assist those groups. Students are also engaged in reflective discussions and writing exercises that invite them to reflect on their own assumptions and biases and how those might hinder their work with clients in the human services professions.</p>
d.	<p>Strategies for self-care. <b><u>Response:</u></b></p> <p>In HUSR 201, Introduction to Human Services, students are introduced to the possibility of feeling overwhelmed or personally drained by the work of human services. They read about this in their text and self-care is tied to ethical work. Students are introduced to specific strategies of self-care, including stress management, etc. Student growth in this area is assessed by way of quizzes, examinations, and written reflections.</p> <p>In all of the Fieldwork courses (396, 495, &amp; 496) students are reminded of the importance of self-care. Students discuss fieldwork experiences and how they are impacting the students personally and professionally. Students are reminded of the importance of boundaries and they produce written statements related to self-care strategies they are utilizing, or hope to utilize.</p>
e.	<p>Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency). <b><u>Response:</u></b></p>

	<p>Throughout all of the fieldwork courses (HUSR 396, 495, &amp; 496) students work on constructing a professional identity. They formulate items such as resumes, graduate school statements of purpose, and personal mission statements related to how they see themselves in the world of professional human services. They also participate in consultations with the CSUF Career Center (<a href="http://www.fullerton.edu/career/">http://www.fullerton.edu/career/</a>) hearing presentations and have the opportunity to sign up for mock interviews, vocational assessments, etc.</p>
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## B. Field Experience

**Context:** Field experience such as a practicum or internship occurs in a human service setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

<p><b>Standard 21: The program shall provide field experience that is integrated with the curriculum.</b></p>	
<p><b>Specifications for Standard 21:</b></p>	
<p>As evidence of meeting this standard, programs must:</p>	
<p>a.</p>	<p>Provide a brief description of the overall process and structure of the fieldwork learning experience.  <b>Response:</b></p> <p>The fieldwork learning experience centers on a series of three courses and placements. Each of the courses requires a supervision course that meets weekly in a classroom setting with HUSR faculty and other students. In addition to the supervision course, students are required to participate in an agency internship for 120 hours per semester. The weekly supervision course and fieldwork hours combine to form the 3 unit course.</p> <p>HUSR 396 is the first required course and it is entitled Practicum Seminar. The prerequisites for HUSR 396 are HUSR 201 and HUSR 380 or HUSR 310. Students generally enroll in their first fieldwork experience during their junior year. HUSR 495 is the second required course and it entitled Fieldwork Seminar. The prerequisite for HUSR 495 is HUSR 396. Students generally enroll in their second fieldwork experience during their senior year. Finally, HUSR 496 is the last required fieldwork course and it is entitled Internship Seminar. The prerequisite for HUSR 496 is HUSR 495. Students generally enroll in their final fieldwork experience their final semester of their senior year. See attachment – for additional information on each course.</p> <p><i>See Attachment 33: Articulation-3-Fieldwork-Courses</i></p>
<p>b.</p>	<p>Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.  <b>Response:</b></p>

	<p>HUSR 396 (Practicum Seminar) – this 16 week course provides 3 credits for students’ completion of 120 hours of fieldwork, which equates to an average of 8-10 hours of fieldwork per week.</p> <p>HUSR 495 (Fieldwork Seminar) – this 16 week course provides 3 credits for students’ completion of 120 hours of fieldwork, which equates to an average of 8-10 hours of fieldwork per week.</p> <p>HUSR 496 (Internship Seminar) - this 16 week course provides 3 credits for students’ completion of 120 hours of fieldwork, which equates to an average of 8-10 hours of fieldwork per week.</p>
c.	<p>Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.</p> <p><b><u>Response:</u></b></p> <p>The fieldwork learning experience begins for the Human Services student when they participate in HUSR 201: Introduction to Human Services in which they are asked to visit at least two human services agencies in the community. The students are required to write a report and present the agencies’ information and their experience to the class.</p> <p>In preparation for the fieldwork experience, the Fieldwork Coordinator or the Human Services Student Advisor presents to students in the HUSR 380 course, information and procedures about the process for selection, requirements and expectations for the completion of the three fieldwork classes. Students are also exposed to local agencies during HUSR Fieldwork Day, an event where over 60 agencies come to campus to talk about their work to HUSR students and discuss what fieldwork placements involve at their locations. See attachment 34 concerning our most recent Fieldwork Day event.</p> <p><i>Attachment 34: Fall 2021 Fieldwork Day Flier</i></p>
d.	<p>Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.</p> <p><b><u>Response:</u></b></p> <p>Attached, please find two items. The first is the HUSR Fieldwork manual that was up to date through Fall 2021. The second is attachment 36, the HUSR Fieldwork Placement Information Card that outlines the revised fieldwork placement process beginning in the Spring 2022 semester.</p> <p><i>Attachment 35: HUSR Fieldwork Manual</i>  <i>Attachment 36: HUSR Fieldwork InfoCard</i></p>
e.	<p>Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.</p> <p><b><u>Response:</u></b></p>

	<p>The Human Services Fieldwork Program Policy and Procedure Manual describes the students' role, activities, anticipated learning outcomes, supervision, and field instruction (pages 19-ff). In addition, the students complete all of the required items in for each section of Fieldwork. The Fieldwork paper requirements include: Placement Form Instructions and Placement Form; Fieldwork Contract Instructions and Fieldwork Placement Learning Contract (Please See link to the Fieldwork Packet <a href="http://hhd.fullerton.edu/husr/fieldwork/fieldwork-forms.php">http://hhd.fullerton.edu/husr/fieldwork/fieldwork-forms.php</a>).</p>
f.	<p>Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.</p> <p><b><u>Response:</u></b></p> <p>The fieldwork seminar classes HUSR 396, HUSR 495, and HUSR 496 are required to meet once a week for 2 hours for 16 weeks. These hours are not included for the fieldwork placement requirement of 120 hours each semester. The seminar syllabi can be found in Attachment 37: Course Syllabi provide in alphabetical and numerical order by course.</p> <p><i>Attachment 37: HUSR B.S. Degree Course Syllabi</i></p>
g.	<p>Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.</p> <p><b><u>Response:</u></b></p> <p>As noted earlier in this self-study, the required field experience is no less than 360 hours. HUSR 396 (Practicum Seminar) – this 16 week course provides 3 credits for students' completion of 120 hours of fieldwork, which equates to an average of 8-10 hours of fieldwork per week. This is the ONLY fieldwork course that is eligible for Community College/Associate Level training transfer. HUSR 495 (Fieldwork Seminar) – this 16 week course provides 3 credits for students' completion of 120 hours of fieldwork, which equates to an average of 8-10 hours of fieldwork per week. HUSR 496 (Internship Seminar) - this 16 week course provides 3 credits for students' completion of 120 hours of fieldwork, which equates to an average of 8-10 hours of fieldwork per week.</p>
h.	<p>Demonstrate how the field experience provides the student an opportunity to progress from:</p> <ol style="list-style-type: none"> <li>1. Observation to</li> <li>2. Directly supervised client contact to</li> <li>3. Indirectly supervised client contact to</li> <li>4. An independent caseload OR assignment of administrative responsibility.</li> </ol> <p><b><u>Response:</u></b></p> <p>The HUSR 396, 495, 496 fieldwork experiences are designed to provide the students with a progressive level of knowledge, skills and practical application of theory as evident in the</p>

	<p>course syllabi. However, depending on the students' choice of placement the level of experience for the interns varies over the course of the three internship placements. Students gain exposure to observation, directly supervised client contact, indirectly supervised contact, to assignment of administrative responsibilities through the three placements.</p> <p>HUSR faculty review and revising the learning skills listed on the Fieldwork Placement Learning Contract to distinguish the level of skill required for the progression of learning through the three fieldwork courses.</p>
i.	<p>Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.</p> <p><b><u>Response:</u></b></p> <p>It is a requirement of the fieldwork supervisor to have at least a bachelors' degree in human services or related field of study. During the approval process the Fieldwork Office Coordinator ensures that the fieldwork supervisor has the required degree in order to become an approved agency. The approval process requires the submittal of fieldwork supervisor's resume. The HUSR program makes deliberate attempts to ascertain that supervisors, most often, hold a graduate degree (e.g. Master's in Counseling, Social Work, or related area), and as a result, most field supervisors associated with our program hold master's degrees.</p>
j.	<p>Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.</p> <p><b><u>Response:</u></b></p> <p>The Fieldwork Office Coordinator has been responsible for recruiting new sites, screening sites visits, and ongoing visiting and monitoring of approved sites.</p> <p>The Faculty Supervisors in the seminar courses HUSR 396, 495, and 496 continually monitor (on a weekly basis) each student's progress in his/her placement through seminar discussions, written reflective reports, and personal communication with the student.</p> <p>The Human Services Department uses a combination of efforts to monitor the field work agencies including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conducting virtual site visits for 50% of the approved agencies each semester.</li> <li><input type="checkbox"/> The Fieldwork Office Coordinator places identified agencies on a priority concern list to be monitored closely throughout the semester.</li> <li><input type="checkbox"/> The Faculty Supervisors are required to contact each agency via email at the beginning of the semester as an introduction and then follow-up with a phone call for further discussion on the progress of the interns' placement.</li> <li><input type="checkbox"/> During each of the Fall and Spring semesters' Fieldwork Day, the faculty supervisors meet with the corresponding fieldwork agency representatives of those students in current placement. The purpose of the meeting is to monitor and discuss the progress of each student's performance toward accomplishing their learning contract. This meeting allows</li> </ul>

	for the continued development of the student professional skills and the collaborative relationships with the fieldwork agencies.
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