

## **INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPR) FOR 2022**

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** HAWK

**Program:** Human Development/Human Services

**Current Academic Year:** 2021-2022

**Last Academic Year CPR Completed:** 2018-2019

**Current Date:** 02/01/2022

### **NARRATIVE: INSTRUCTIONAL CPR**

Please use the following narrative outline:

#### **I. GENERAL PROGRAM INFORMATION**

Program Mission:

- Endow students with the knowledge, skills and ethics to become entry level professionals in the fields of addiction counseling, social work, human services, and mental health services
- Prepare students for transfer to a four-year institution with concentrations in relevant majors such as Human Development/Human Services, Social Work, Women's Studies, Gender Studies, Ethnic Studies, Community Health, and Addiction Studies
- Support and inspire students to engage life with self-determinism, community engagement, and a passion for learning as well as to integrate compassion, cultural sensitivity and social justice into their personal and professional lives
- Maintain the Addiction Treatment Studies Program registration with California Consortium of Addiction Programs and Professional (CCAPP), allowing students to pursue state recognized certification as addiction and other drug (AOD) counselor

## Brief history of the program:

Cuesta College began teaching courses in Family Studies/Human Services within the Social Science Division beginning in 1974. The A.A. Family Studies degree was approved by the Chancellor's office during the 1978 academic year.

Considered a Social and Behavioral Science, Family Studies/Human Services was an interdisciplinary program concentrating in psycho-social lifespan development and the institution of the family. As such, gender, ethnicity, and intimacy dynamics are core topics embedded within the curricula. Additionally, critical thinking and personal growth are also emphasized. The application of theory and the acquisition of skills used in social and mental health services distinguish the program from the Cuesta College's Psychology Department. While many of our students go on to study psychology, social work, criminal justice, sociology or education at four-year colleges, other students pursue our career track.

Since the inception of a partial Addiction Studies program in 2009, there has been slow growth and setbacks. Initial success was limited because of the supposed inability to launch a degree due to sanction status. The department experienced additional barriers when a simple, quick request for a name change to Human Development / Human Services (to better reflect our course offerings and meet student need) resulted in a 2 year delay that stopped our course changes, certificate changes, and any short term hope for additional changes (in the form of degrees or certificates). The need for larger support and commitment from the college was noted in the 2014-2015 CPPR document. After the two-year setback, the name change was finally resubmitted and approved, which now allows additional changes to be made in the form of degrees and certificates. Additional obstacles were encountered after curriculum changes were submitted; this involved problems at the state level with COCI. This system is designed to assign a control number with a 24 hour turn around, allowing quicker finalization of curriculum changes. Changes affecting degrees and certificates were submitted in May 2017 and were just granted a COCI number in the first week of February 2018. You could see evidence of this delayed progress with the multiple degrees and certificates that were submitted and were pending approval. Despite this situation, the number of students completing the capstone fieldwork course in Addiction Studies increased by 100 % from 2015 to 2017 (4 students to 8 students). The department continues to work as a team and persevere in the face of local and state barriers.

The Human Development / Human Services department experienced slight growth in 2016-2017 compared to the earlier years of this assessment cycle. With the full-time hire in 2016, barriers toward departmental curriculum progress overcome, and a new Division Chair, we continued to look forward in meeting the needs of our students, community, state, and world.

Departmental growth continues in this assessment cycle, as detailed in this 2022 CPPR document. The Human Development / Human Services Department experienced an increase in enrollment, fill-rate, and efficiency. This is especially noteworthy because the college and nation-wide trends indicate a decline in most measurable areas, as a result of the Covid 19 Pandemic challenges.

Significant changes/improvements since the last Program Review; the following were approved and pending at the time of the last CPPR; they are now active:

- Associate of Arts Degree in Addiction Treatment Studies - active
- Certificate of Achievement in Addiction Treatment Studies - active
- Associate of Arts in Human Development / Human Services with three emphasis options and fieldwork included - active
- Social Work Associate Degree of Transfer - active
- Social Justice Studies Associate Degree of Transfer - active
- California Consortium of Addiction Programs and Professionals (CCAPP) – registered

List current faculty, including part-time faculty:

**Bailey Drechsler** holds a Master's Degree in Psychology, with an emphasis in identity development. Her field experience includes counseling female victims of violence, HIV counseling, grief counseling and crisis intervention. She has been teaching at Cuesta College since 1996.

**Denae Boggs, MA, LMFT**, attended the University of Oregon and then California State University Chico, completing her Bachelor's in Psychology-with a Developmental emphasis and a minor in Child Development. She obtained her Master's in Psychology from Chapman University, with a Marriage and Family Therapy emphasis. As a Licensed Marriage Family Therapist she worked with with children, adolescents, couples, and families. She has been teaching at Cuesta College since 2009.

**Dr. Starlene Graber**, Licensed Marriage & Family Therapist since 1989; PhD in Psychology from California Coast University since 2005; Master's Degree from Cal Poly in Counseling since 1987; Division Manager at San Luis Obispo County Drug and Alcohol Services/Behavioral; Health Department since 1986; in the substance use disorder field for thirty-one years; Part-time Instructor at Cuesta College in the Human Development/Human Services Department-Applied Behavioral Sciences Division since 2009.

**Lisa Huet, LCSW**, is an instructor at Cuesta College as well as a full-time Program Supervisor at Family Care Network Inc., providing clinical supervision to Trainees,

Associate Marriage and Family Therapist, and Associate Social Workers. Lisa's education consists of attending Cuesta College part time, and transferred to Cal Poly where she completed a Bachelor of Science in Psychology. She then attended a Masters Program in Social Work at UC Berkeley. She became licensed as a Clinical Social worker (LCSW) in 2005. Lisa has taught several Human Studies Human Development classes at Cuesta College since 2006 including: Life Management, Family Relationships, Parenting Education, Developmental Patterns of Women, Human Sexuality, and Addiction Studies Internship. Lisa also has worked for Child Welfare Services providing parent education and family therapy, and at Hospice Partners of the Central Coast providing assessment and therapeutic interventions.

**Dr. Mario Espinoza-Kulick** is an advocate, community leader, health equity expert, poet, and author. He earned a MA and PhD in Sociology for the University of California, Santa Barbara as a Health Policy Research Scholar with the Robert Wood Johnson Foundation. His research and teaching expertise include: Latinx and Indigenous migration, community health, queer of color and intersectional analysis, social movements, cultural productions, and decolonial methods. Dr. Espinoza-Kulick is the Ethnic Studies Faculty lead at Cuesta College in San Luis Obispo, President of the Cuesta College Latina Leadership Network, Vice President of the Board for Corazón del Pueblo: The Cultural and Creative Arts Center of the Santa Maria Valley, Co-Host of Central Coast Voices for KCBX: Central Coast Public Radio, and Board member for Access Support Network, an organization serving HIV and HCV affected communities.

**Dr. Rebecca Aponte**, PhD in Psychology, Master's Degree in Psychology, Licensed Psychologist. Since 2017, Dr. Aponte has been a psychologist at the Department of State Hospitals – Atascadero, a maximum-security forensic hospital serving approximately 1100 Californians. She is heavily involved in the training of pre-doctoral psychology interns, running the four-month seminar in clinical ethics since 2019. She also has a private group practice conducting evaluations for individuals with developmental disabilities, mood/psychotic disorders, personality disorders, substance use disorders, and forensic concerns. Dr. Aponte taught multiple sections of Counseling Skills for Addictions and Forensic Psychology at Colorado State University, in addition to teaching Introduction to Psychology at Front Range Community College. She has taught several Human Development / Human Studies courses at Cuesta College since Fall 2020.

**Dr. Alex Espinoza-Kulick** is a teacher, researcher, and organizer who focuses on social justice and equity. He earned a PhD in Sociology from the University of California, Santa Barbara and currently teaches at Cuesta College in San Luis Obispo. Dr. Espinoza-Kulick collaborates with community groups and researchers to cultivate self-determination and transformative change.

Describe how the Program Review was conducted and who was involved:

The 2020-2021 Program Review was conducted during the 2021-2022 academic year; it was researched and developed by Division Chair, Cherie Moore; Human Development Lead faculty, Bailey Drechsler; and Human Services Lead Faculty, Denae Boggs. All part-time faculty were invited to participate in the development.

**II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)**

Identify how your program addresses or helps to achieve the [District's Mission Statement](#):  
The Human Development/Human Services Department is part of an inclusive division that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, the Human Development/Human Services Department enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

**Institutional Objective 1A:** The HDHS Program increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts that include Promise Day, Transfer Day, Si We Puede, Career Day, and more.

**Institutional Goal 2: Completion**

The HDHS Program increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets by considering industry need and obtaining input from advisory board professionals to create relevant programs with embedded field work experience and transfer opportunity.

**Institutional Objective 6A:**

The HDHS Program integrates and improves facilities and technology to support student learning and the innovations needed to serve its diverse communities by implementing use of the OWL technology, allowing students to attend course in class or at home with simultaneous audio-visual feed

**Institutional Learning Outcome 1 & 2:**

Our Program provides curricula that teaches academic and professional development (critical thinking skills, interpersonal communication skills, professional ethics and conduct). Our Program provides curricula that teaches mental wellness behaviors, crisis intervention skills, conflict resolution skills, and successful life management strategies.

**Institutional Learning Outcome 3:**

The program promotes scientific and environmental understanding through the detailed student learning outcomes that address scientific methodology and bio/psycho/social/environmental awareness.

**Institutional Learning Outcome 4:**

The program fosters social, historical, and global knowledge and engagement through relevant class material, assessment, reflection, and examination.

**Institutional Learning Outcome 6:**

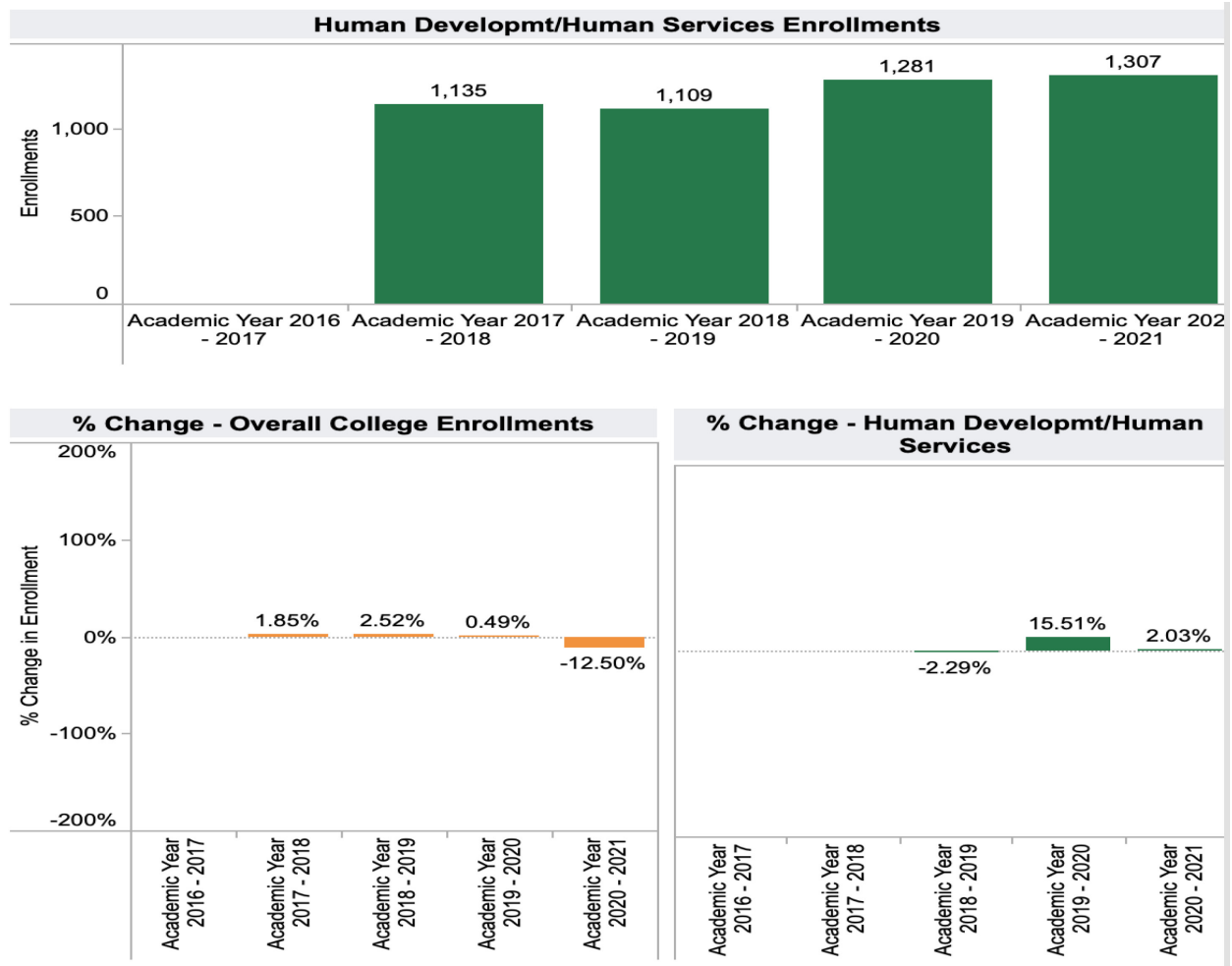
Technological and informational fluency is developed with incentivized learning of online orientation skills and use of OWL technology to offer simultaneous online and in-person instructional opportunities. The research requirements and embedded enrichment links facilitate informational fluency.

### III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

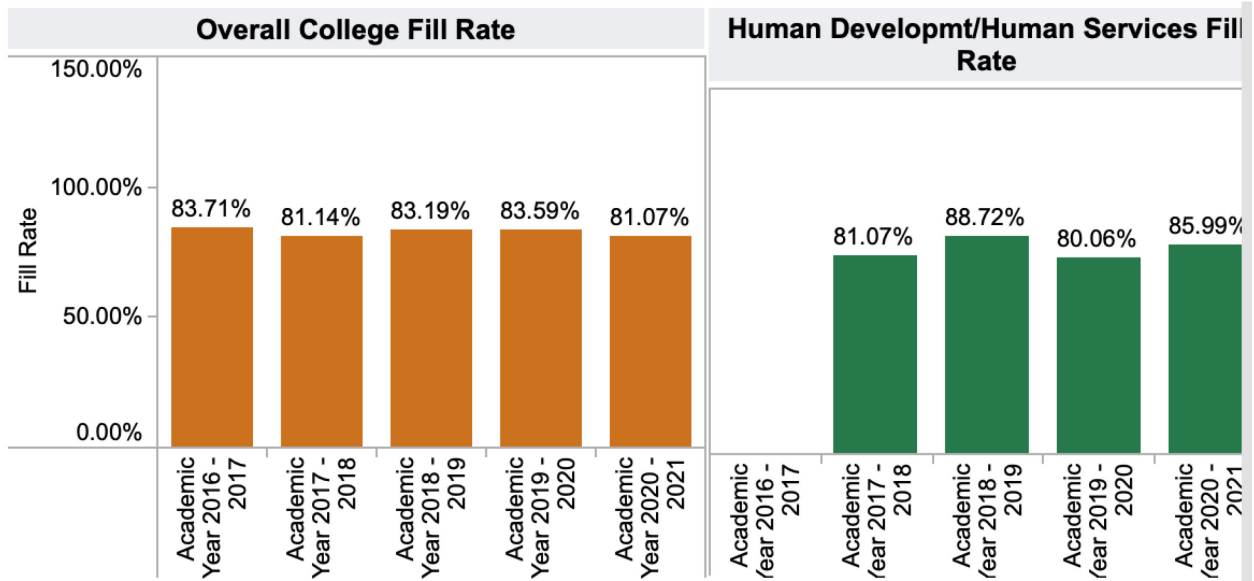
The data components are hyperlinked below.

[General Enrollment:](#)



Observed differences between the program and the college include the following: The HDHS Program has noted an increase in enrollments of 2.03% from Academic Years 2019-2020 to 2020-2021. This growth is noteworthy due to Covid stressors and mid-semester teaching modality changes. College wide the enrollments have dropped 12.5% in the same timeframe.

General Student Demand (Fill Rate):

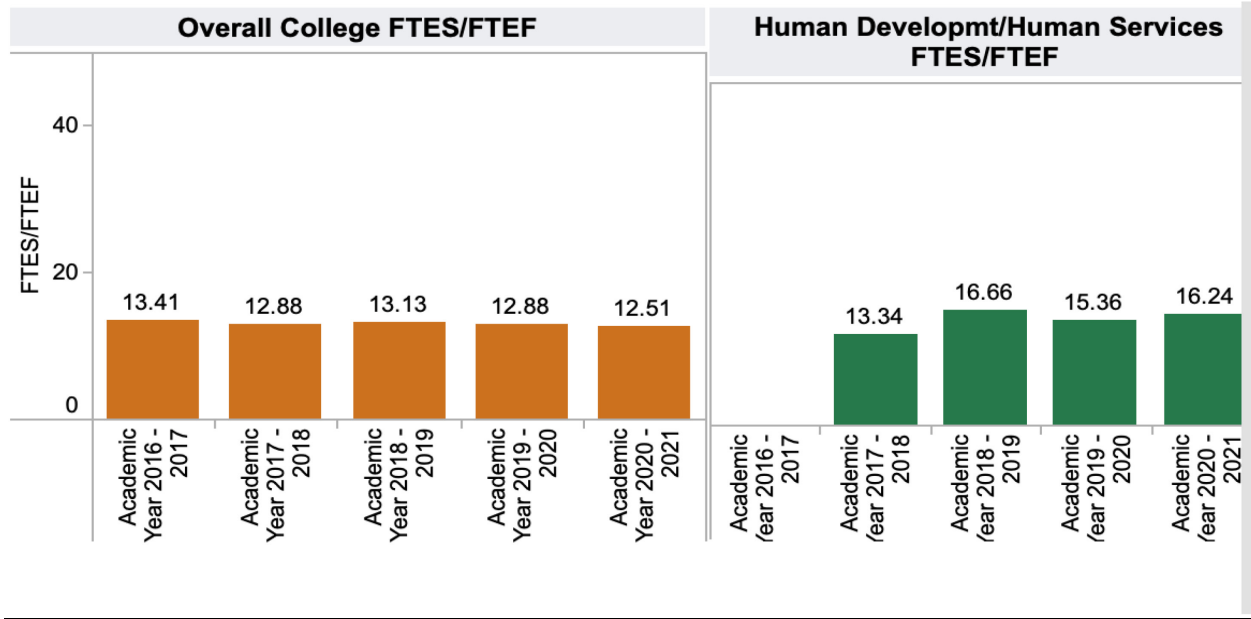


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Observed differences between the program and the college include the following: The HDHS Program fill rates in Academic Year 2019-2020 were 80.06% and increased in Academic Year 2020-2021 to 85.99%. This increase is commendable given the challenges of the COVID Pandemic and the fact that college wide fill rates dropped from 83.59% to 81.07% from Academic Year 2019-2020 to Academic Year 2020-2021.

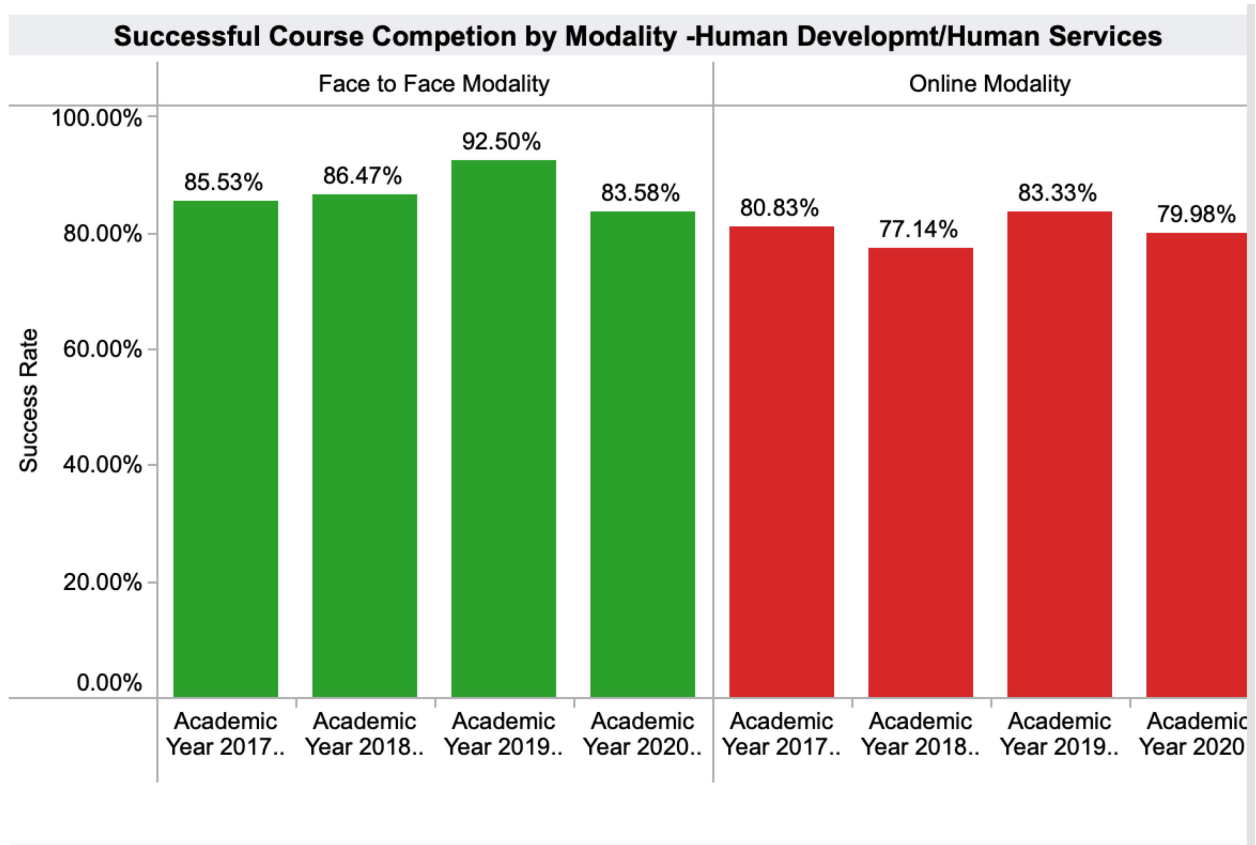
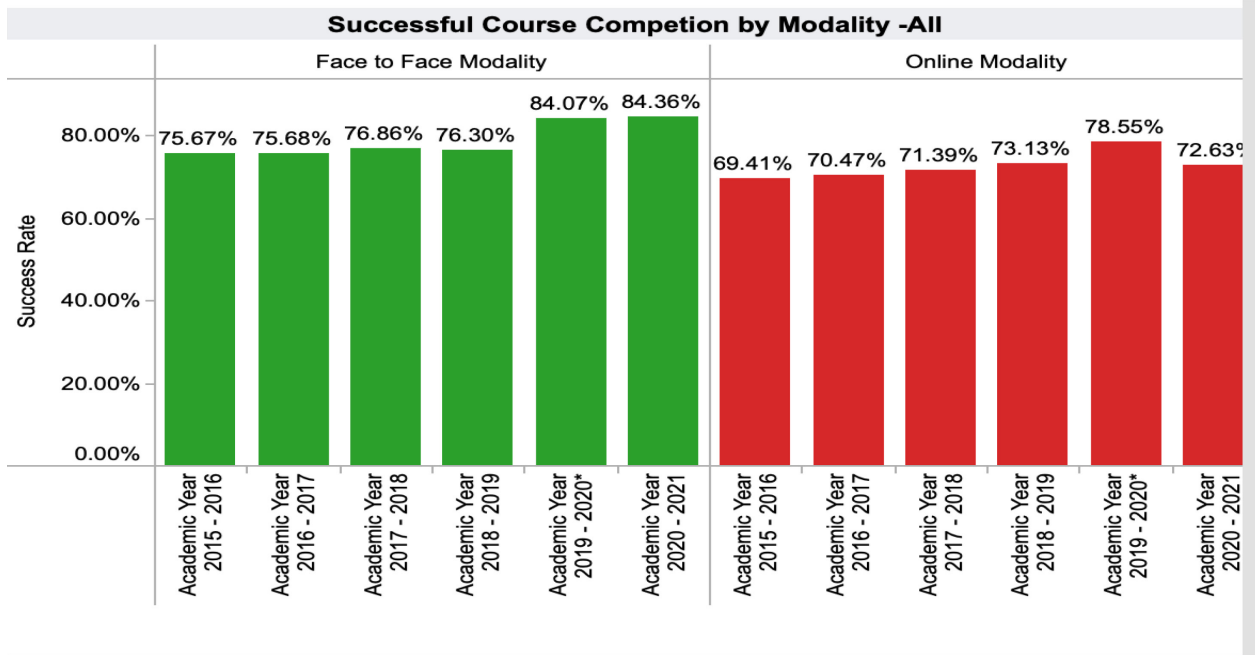


General Efficiency (FTES/FTEF):



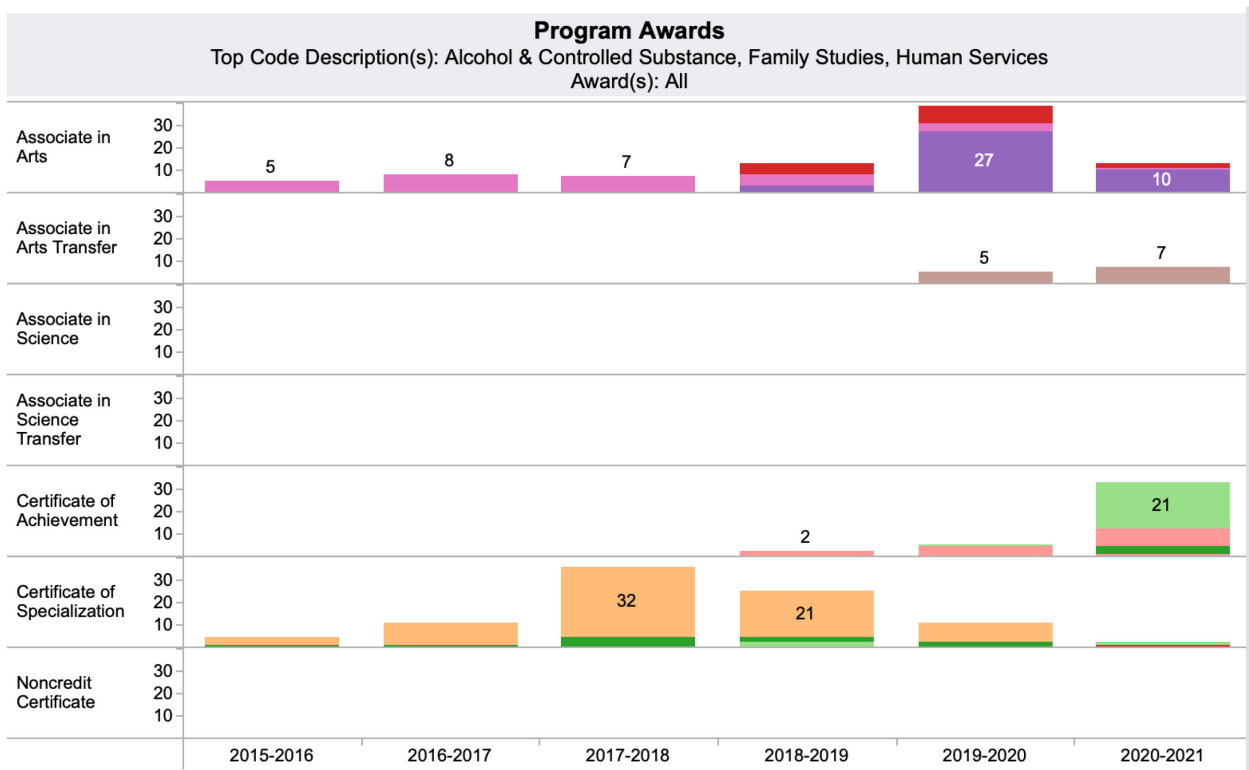
Observed differences between the program and the college include the following: The HDHS Program demonstrated an increase in general efficiency in academic year 2019-2020 to academic year 2020-2021 from 15.36 to 16.24. These numbers are significantly stronger than the noted college wide general efficiency drop from 12.88 to 12.51 in the same time period.

Student Success—Course Completion by Modality:



Observed differences between the program and the college include the following: The HDHS Program dropped in successful course completion in the face to face and online modalities from academic year 2019-2020 to academic year 2020-2021. Face to face courses dropped from 92.50% to 83.58%, while online courses dropped from 83.33% to 79.98%. During this same time frame, college wide, there was an increase in course completion for face to face modality, from 84.07% to 84.36%. College wide there was a drop in online course completion from 78.55 to 72.63%. Drops are expected due to the Covid-19 pandemic and in-person class cancellations. Of note is the higher HDHS course completion in the online modality at 79.98% compared to college wide at 72.63%.

Degrees and Certificates Awarded:

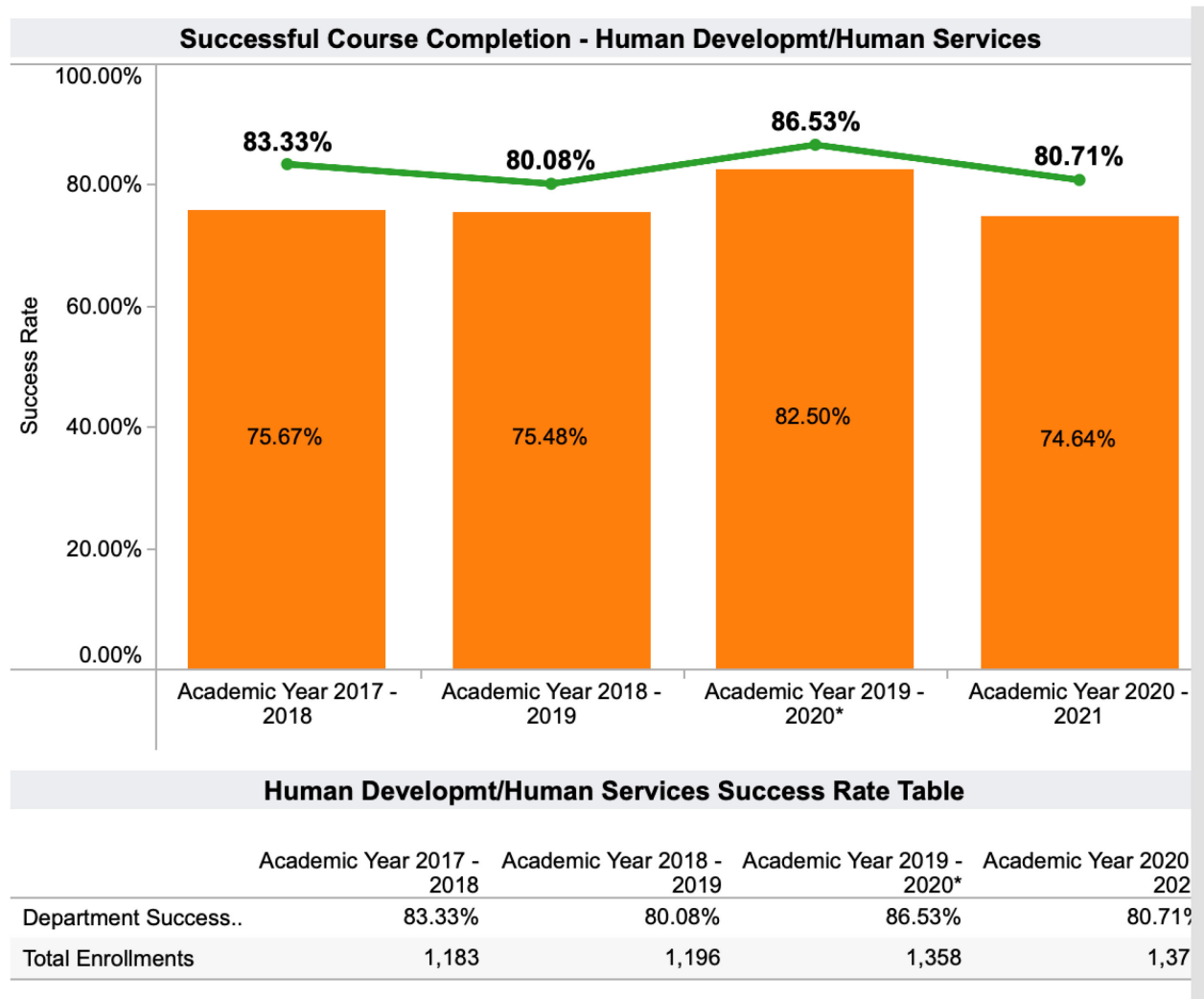


Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Specialization	Addiction Studies Fieldwk (CS)	1	1	4	2	2	
	Paraprofessional Coun Skl (C..				2		1
	Parenting Coach/Educator (CS)						1
	<b>Total</b>	<b>4</b>	<b>11</b>	<b>36</b>	<b>25</b>	<b>11</b>	<b>2</b>
<b>Grand Total</b>		<b>9</b>	<b>19</b>	<b>43</b>	<b>40</b>	<b>60</b>	<b>55</b>

Program Awards: The number of degrees and certificates awarded by program type

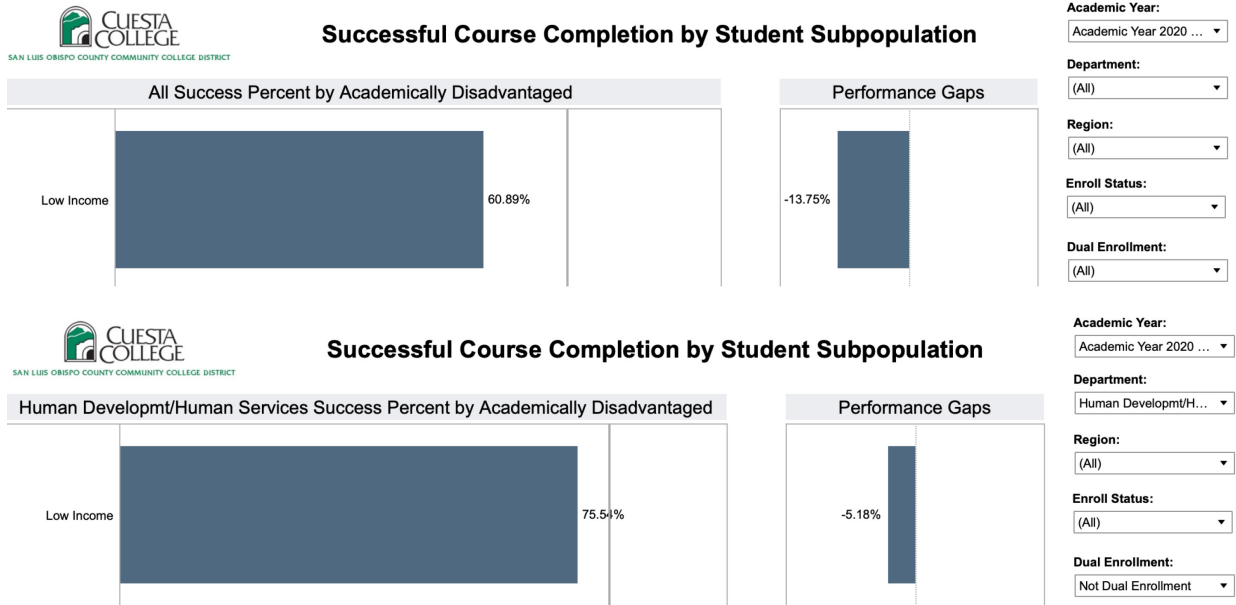
Observed differences between the program and the Institutional Set Standard are as follows: The total number of degrees and certificates earned in academic year 2019-2020 was 60; the total number of degrees and certificates earned in academic year 2020-2021 was 55. To increase student motivation and learning, Certificates of Completion for Counseling Skills courses have been added to our program. Advertising resources are needed to meet and exceed the Institutional Set Standard as well as paid departmental directors for interfacing with community partners who would be interested in our program.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)



Observed differences between the program and Institutional Set Standard include the following: The HDHS Program completion (green line) exceeded the overall College completion (orange block) by 6.07%, the difference between 74.64% and 80.71%

Disaggregated Student Success:



Departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented, include continuing to be inclusive and supportive of all students.

**Other Relevant Program Data:**

The Addiction Treatment Studies Program holds current registration status with the California State approved agency, California Consortium of Addiction Programs and Professionals (CCAPP).

#### IV. CURRICULUM REVIEW

The attached Curriculum Review Template will detail the following:

### CURRICULUM REVIEW GUIDE and WORKSHEET

#### Courses and Programs

Current Review Date: March 2022

Reviewer: Bailey Drechsler, Denae Boggs

#### 1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR  Notified impacted program(s)*
HDHS 205	yes	no	no	no	no
HDHS 210	yes	no	no	no	no
HDHS 212	yes	no	no	no	no
HDHS 213	yes	no	no	no	no
HDHS 214	yes	no	no	no	no
HDHS 215	yes	no	no	no	no
HDHS 217	yes	no	no	no	no
HDHS 218	yes	no	no	no	no
HDHS 219	yes	no	no	no	no
HDHS 230	yes	Yes: F22	no	no	no
HDHS 271	yes	no	no	no	no

HDHS 272	yes	no	no	no	Yes: 2/14/22
HDHS 279	yes	no	no	no	no
HDHS 280	yes	no	no	no	no /
HDHS 289	yes	no			

Deactivated Course	Impacted Program (s)	Date affected program was notified
HDHS 272	n/a	n/a

## 2. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number	HDHS205	HDHS210	HDHS212	HDHS213
1. Effective term listed on COR	Date: F21	Date: F18	Date: F17	Date: F17
2. Catalog / schedule description is appropriate	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes

7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	yes	yes	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes

Course Number	HDHS214	HDHS215	217	219
1. Effective term listed on COR	Date: F17	Date: F17	Date: F19	Date: F21
2. Catalog / schedule description is appropriate	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes
7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	yes	yes	yes



13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes
Course Number	HDHS230	HDHS271	279	280
1. Effective term listed on COR	Date: F21	Date: F19	Date: F19	Date: F19
Course Number	HDHS289			
2. Effective term listed on COR	Date: F19			
3. Catalog / schedule description is appropriate	yes			
4. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes			
5. "Approved as Distance Education" is accurate (and new addendum complete)	yes			
6. Grading Method is accurate	yes			
7. Repeatability is zero	yes			
8. Class Size is accurate	yes			
9. Objectives are aligned with methods of evaluation	yes			
10. Topics / scope are aligned with objectives	yes			
11. Assignments are aligned with objectives	yes			
12. Methods of evaluation are appropriate	yes			
13. Texts, readings, materials are dated within last 5 years	yes			
14. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes			
15. Degree / Certificate information (if applicable) is correct	yes			
16. Course Student Learning Outcomes are accurate	yes			

17. Library materials are adequate and current *	yes
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<sup>1</sup> If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

<sup>2</sup> If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

<sup>3</sup> If no, a minor modification is needed in the current term.

<sup>4</sup> If no, contact the Curriculum Chair or Curriculum Specialist.

### 3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET “Program of Study” outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
HDHS AA	yes	no	yes: F19	no
SWHS AA-T	yes	no	yes: F19	no
SJ-AAT	yes	no	yes: F19	no
ATS AA	yes	no	no	no
ATS CA	yes	no	no	no
ASF CA	yes	no	yes: F19	no
Para-Counseling CA	yes	no	Yes: F19	no
Parenting ED CA	yes	no	Yes: F19	no

#### 4. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes  are accurate and include method of assessment
HDHS AA	yes	yes	yes
SWHS AA-T	yes	yes	yes
SJ-AAT	yes	yes	yes
ATS AA	yes	yes	yes
ATS CA	yes	yes	yes
Para-Counseling CA	yes	yes	yes
Parenting ED CA	yes	yes	yes

\* If not, program modification is needed.

\*\* If not, Program Learning Outcomes modification is needed.

#### 5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

## COURSES\*

\*HDHS courses have all been reviewed and none of them need modified in the coming cycle.

## PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ParaCounseling CA	Modify F24	modify	modify	modify	modify	modify	modify	modify
Parenting Ed CA	Modify F24	modify	modify	modify	modify	modify	modify	modify
Addiction Foundations CA	Modify F24	modify	modify	modify	modify	modify	modify	modify

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

**V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS**

The assessment calendar for the HDHS Program for the next program review cycle follow:

**Human Development / Human Services Program Assessment Calendar**

	Sp 2021	Fall 2021	Sp 2022	Fall 2022	Spring 2023	Fall 2023
SLO Assessment Data Collection & Elumen Inputting	HDHS 210 HDHS 214 HDHS 215 HDHS 218 HDHS 278 HDHS 279 HDHS 280	HDHS 205 HDHS 217 HDHS 219	HDHS 218 HDHS 280	HDHS 205 HDHS 212 HDHS 213 HDHS 219 HDHS 230 HDHS 271 HDHS 289 HDHS 289A-D	HDHS 210 HDHS 214 HDHS 215 HDHS 217 HDHS 218 HDHS 278 HDHS 279	HDHS 205 HDHS 217 HDHS 219
Analyze Results & Plan Improvements	HDHS 212 HDHS 213 HDHS 217 HDHS 219 HDHS 271 HDHS 289 HDHS 289A-D	HDHS 210 HDHS 214 HDHS 215 HDHS 218 HDHS 278 HDHS 279 HDHS 280	HDHS 219 HDHS 289	HDHS 218 HDHS 280	HDHS 205 HDHS 212 HDHS 230 HDHS 271	HDHS 210 HDHS 214 HDHS 215 HDHS 217 HDHS 218 HDHS 278 HDHS 279

**Human Development / Human Services Program Assessment Calendar**

	Sp 2018	Fall 2018	Sp 2019	Fall 2019	Spring 2020	Fall 2020
SLO Assessment Data Collection & Elumen Inputting	HDHS 210 HDHS 214 HDHS 215 HDHS 216 HDHS 278 HDHS 279	HDHS 218 HDHS 288	HDHS 280	HDHS 205 HDHS 212	HDHS 210 HDHS 214 HDHS 215 HDHS 218 HDHS 278 HDHS 279 HDHS 280	HDHS 212 HDHS 213 HDHS 217 HDHS 219 HDHS 271 HDHS 289 HDHS 289A-D
Analyze Results & Plan Improvements	HDHS 205 HDHS 213 HDHS 214 HDHS 271	HDHS 210 HDHS 214 HDHS 215 HDHS 216 HDHS 278 HDHS 279	HDHS 218 HDHS 289	HDHS280	HDHS 205 HDHS 212	HDHS 210 HDHS 214 HDHS 215 HDHS 218 HDHS 278 HDHS 279 HDHS 280

<b>*Family Studies/Human Services Program Assessment Calendar</b>						
	Fall 2016	Sp 2017	Fall 2017	Sp 2018	Fall 2018	Sp 2019
SLO Assessment Data Collection	FMST 210 FMST 212 **FMST 213 (CANCELLED) FMST 279	FMST 215 FMST 270 FMST 278	HDHS 205 HDHS 213 HDHS 272 HDHS 271 HDHS 288	HDHS 214	HDHS 216 HDHS 218	HDHS 280
Elumen Inputting; Analyze Results & Plan Improvements		FMST 210 FMST 212 FMST 279	HDHS 215 HDHS 270 HDHS 278	HDHS 205 HDHS 213 HDHS 214 HDHS 271 HDHS 272 HDHS 288	HDHS 214	HDHS 216 HDHS 218

\*Beginning Fall 2017 our department will have a new name! We will be Human Development/Human Services

\*\*Please note that FMST213 in the Fall 2016 was cancelled.

All course assessments have been entered into eLumen.

The most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs is attached.

# PLO Summary Map by Course/Context

**Map Origin:** Courses for Human Developmt/Human Services

**Map Target:** PLOs for Human Developmt/Human Services

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
<b>ETHN230</b>					
Assess how current events are influenced by the history, culture, and traditions of communities of color by employing place-based analysis and community-engaged methods.		X			
Critically analyze systems of historical and current-day racial/ethnic oppression using social scientific and humanistic approaches, including ethno-centrism, eurocentrism, white supremacy, and settler-colonialism.		X			
Describe and actively practice principles of anti-racism and social justice, including equity, self-determination, liberation, and decolonization.	X	X		X	
Describe key concepts as they are used by Ethnic Studies scholars, such as race, ethnicity, Indigeneity, citizenship, racialization, identity, and intersectionality.		X		X	

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Evaluate and compare the historical struggles of Indigenous peoples and Native Americans, Black communities and African Americans, Latinxs, and Asian Americans through the lens of traditional knowledge systems used within communities of color.		X			
<b>HDHS202</b>					
Analyze theories of socialization that address the interrelationship of child, family and community		X			
Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families			X		
Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities			X		
Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning		X			X
Critically assess community support services and agencies that are available to community and families.				X	



SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	X				
<b>HDHS205</b>					
Apply life management principles and practices to case studies, role plays and personal experiences which foster successful living		X	X		
Evaluate life management behaviors and strategies in others as well as articulate ways to make enhancements	X				
<b>HDHS210</b>					
Outline the historical evolution of social welfare and human services in the U.S.			X		
Explain the current service delivery system in which social work and human service clients' needs are provided, and identify the legal/ethical/professional responsibilities associated with social welfare delivery			X	X	

		PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
SLOs	PLOs				
Demonstrate an understanding of cultural humility and systems of oppression/privilege, and critical thinking in envisioning ways to collaborate, negotiate and advocate with and within social welfare institutions and organizations.		X			
Identify local social welfare agencies along with their services.				X	
<b>HDHS212</b>					
Analyze the fundamental concepts, theoretical perspectives necessary and current research trends necessary to understand the study of lifespan human development				X	
Describe the elements of scientific methodology and the common research designs used by psychologists to study human development.		X			
Evaluate how physiological, cognitive, emotional, social and multicultural factors influence human development.				X	
Apply concepts and theories of human development to analyze one's own developmental processes.	X				
<b>HDHS213</b>					

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Apply influential theories to explain the formation of ethnic identity among major ethnic groups in the U.S.			X		
Analyze the interaction between ethnic identity and the broader context of psycho-cognitive-social development.			X		
Articulate personal and societal biased assumptions, beliefs and stereotypes pertaining to race/ethnicity, as well as inter-groups relations, for the purpose of identifying strategies for unlearning racism and promoting social justice.	X				
Examine the psycho-social impact of social injustices and unequal access to resources on non-dominant groups, and the psycho-social impact of unearned privilege on dominant groups.				X	
<b>HDHS214</b>					
Articulate and apply the terminology, fundamental concepts and theoretical perspectives necessary to explain intimacy dynamics within the family life cycle, and one's own intimacy patterns, biases and evolving experiences			X		

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Describe the elements of scientific methodology and the common research designs used by psychologists to study the family system				X	
Identify and critique cultural biases regarding concepts of love, marriage and the family		X			
Apply critical thinking skills while engaging in verbal and/or written discussions, and in completing course assignments	X			X	
<b>HDHS215</b>					
Articulate and critically apply the terminology, fundamental concepts and theoretical perspectives necessary to understand the construction of gender and women's lifespan development from a bio-psycho-cognitive-social perspective.				X	X
Identify the elements of scientific methodology, common research designs and the scope of topics within the psychology of women.		X			
Demonstrate understanding of the intersection between gender roles, androcentrism, and its impact on women's development		X			

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Articulate and critique personal and societal assumptions, beliefs and biases related to gender norms.	X				
<b>HDHS216</b>					
Apply the various developmental theories and principles to child rearing situations.		X			
Distinguish between parenting behaviors supported by research and biology and parenting behaviors based on opinion and supported by cultural norms.		X			
Analyze the relationship between the changing social environment, child behavior and parenting behavior.				X	
Develop parenting behaviors that support children's growth and encourage healthy, stable families.		X			
Develop a parenting philosophy, that takes into account a child's temperament and developmental stages and includes family support systems.				X	

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Identify specific parenting tasks and challenges at each developmental stage and effective and appropriate prevention and intervention strategies to address these challenges.		X			
Identify specific community resources that support healthy families.				X	
<b>HDHS217</b>					
Analyze the relationship between the changing social environment, child behavior, and parenting expectations		X			
Apply developmental theories and principles to diverse child rearing situations, including specific parenting tasks, challenges, and related guidance strategies for each developmental stage		X			
Develop a parenting philosophy and a skill set that foster children's growth and encourage healthy, stable families.	X			X	
<b>HDHS218</b>					
Articulate and critically apply the terminology, fundamental concepts and theoretical perspectives necessary to explain the bio-psycho-social dimensions of human sexuality		X			

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Articulate, critique and challenge one's personal assumptions regarding diverse expressions of sexuality, and prejudiced behaviors toward non-dominant group members.	X				
Identify and critically analyze institutional assumptions regarding expressions of human sexuality and sex education as well as the consequential psycho-social struggles of non-dominant groups.				X	
Identify the elements of scientific methodology, common research designs and the scope of topics within the study of sexology			X		
<b>HDHS219</b>					
Analyze and apply feminist theory, gender theory, and queer theory to explain queer identities, and the associated identity politics and social justice issues.			X		
Analyze how individual and institutional biases and discriminatory practices impact the queer communities, individuals who identify as queer, and society-at-large as well as articulate social justice interventions which promote equity, civility and community building			X	X	

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Appraise the evolution of queer culture and its impact within the U.S.		X	X		
Evaluate how the intersections of class, religious affiliation, age, ableism, and ethnicity impact queer identity and identity politics			X		
<b>HDHS230</b>					
<b>HDHS247</b>					
Demonstrate any additional outcomes established by the instructor and student that are stated in the independent study contract.		X			
Demonstrate the skills or knowledge developed as a result of the independent study course.				X	
Describe how the independent study course met objectives not identified in other courses.		X			
<b>HDHS252</b>					
Apply newly developed or expanded skills that relate to workplace success.		X			X
Develop measurable learning objectives that relate to workplace success skills and incorporate new learning or expanded responsibilities.				X	



SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Use the process of cooperative work experience as a collaborative tool to be utilized by students and employers for the development of appropriate workplace skills and performance outcomes.	X	X			
<b>HDHS270</b>					
Identify and critically evaluate the relative strengths and biases of the major research, theories, and models of substance use, abuse, and addiction.		X			
Assess the impact of substance use, abuse, and dependency on society, families, and individuals with sensitivity to ethnicity, gender, age, and sexual orientation assess the role these factors play in contributing to and preventing addiction.			X		
Apply principles of prevention and intervention personally and in their communities, including related vocational, educational, criminal justice, and health settings.	X	X			
Summarize the major causes of and proposed solutions for problems related to substance use, abuse, and dependency.			X		
<b>HDHS271</b>					

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Model skills used in a helping relationship with appropriate ethical and legal considerations while demonstrating empathy, warmth, genuineness, and congruence in a group practice setting.		X			
Demonstrate group practice techniques and methods that demonstrate ethical considerations and encourage the development of a positive, problem-solving, working group process.					X
<b>HDHS272</b>					
Critique three drug prevention models.				X	
Formulate a research strategy for assessing substance abuse prevention needs in a specific population.		X			X
Evaluate the success of a prevention program.				X	
<b>HDHS278</b>					
Apply the major theories and corresponding therapeutic models to understand the chemically dependent family.		X			
Demonstrate strategies which assess for readiness and responsiveness to the therapeutic process, and risks of harm to self and others.	X			X	

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Apply effective therapeutic intervention skills and practices necessary to promote sobriety, lifelong recovery, personal growth, and family strength.				X	
Discern characteristics and behaviors of professionals in the human services field that undermine the therapeutic process.	X				
<b>HDHS279</b>					
Implement the principles and practices of case management.				X	
Demonstrate effective communication skills necessary to implement case management services.				X	
Demonstrate cultural competency, reflexivity, and knowledge of community resources.		X			
<b>HDHS280</b>					
Identify and demonstrate the characteristics and skills of ethical and effective counselors.	X			X	X
Demonstrate knowledge of ethical codes, laws, and behavior in professional practice.				X	
Appraise one's own professional conduct as it pertains to the human services field.					
<b>HDHS288</b>					

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Demonstrate appropriate clinical and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services for five clients.					X
Describe an agency's operation, services, policies, approaches, and procedures.				X	
Practice the delivery of services in a professional and ethical manner in conformance with agency and professional standards.		X			X
<b>HDHS289</b>					
Analyze an agency's operation, services, policies, approaches, and procedures.				X	
Demonstrate proficient clinical and case management skills, including cultural engagement & humility, assessment, treatment/service planning and implementation, documentation, referral, and follow-up services.		X			
Explain and apply the code of ethics and legal guidelines followed by human service & social work professionals.					X

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Demonstrate personal self-awareness, non-judgmental assessments, and readiness for professional development and receptiveness to supervisory feedback.	X				
<b>HDHS289A</b>					
Describe and apply an addiction agency's operation, services, policies, approaches, and procedures.			X		
Demonstrate appropriate clinical and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services for five clients.	X				
Practice the delivery of services in a professional and ethical manner in conformance with agency and professional standards.				X	
<b>HDHS289B</b>					
Relate knowledge of the major components of social work and human services to an agency's procedures and practices		X	X		
Demonstrate proficient fieldwork skills in social work/human services by integrating culturally sensitive perspectives and practices	X	X			

SLOs	PLOs	PLOs for AA HDHS			
		Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Implement professional and ethical treatment planning and case management in the social work/human services field					X
<b>HDHS289B</b>					
<b>HDHS289C</b>					
Describe the agency's operation, services, policies, approaches, and procedures as they pertain to providing parenting coach/education services				X	
Demonstrate educational, clinical, and case management skills as they pertain to employment as a parenting coach/educator, including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services			X		
Practice the skills and services of a parenting coach/educator in a professional and ethical manner in conformance with the agency and professional standards			X		X
<b>HDHS289D</b>					
Describe the agency's operation, services, policies, approaches, and procedures as they pertain to providing paraprofessional counseling services				X	

		PLOs for AA HDHS				
SLOs		PLOs	Appraise one's own professional skills and conduct with the intention of enhancing self-awareness and professional performance	Demonstrate understanding of how gender and ethnicity intersects with human development as well as the major theories of developmental psychology	Evaluate social work and human services principles, modalities & responsibilities as well as articulate the delivery system environments within social welfare institutions	Identify the code of ethnics and legal guidelines associated within the fields of social work and human services.
Demonstrate appropriate clinical, psycho-educational and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services related to paraprofessional counseling services				X		
Practice the skills and services of a paraprofessional counselor in a professional and ethical manner in conformance with the agency and professional standards				X		

The most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes is attached.

As a result of regularly reviewing SLO assessments, the HDHS Department will maintain the current SLOs and high standards for instruction.

At this time, there are no budget or funding requests that are related to student learning outcome assessment results.



# ILO Summary Map by Course/Context

**Map Origin:** Courses for Human Developmt/Human Services

**Map Target:** All ILOs

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
<b>ETHN230</b>						
Assess how current events are influenced by the history, culture, and traditions of communities of color by employing place-based analysis and community-engaged methods.		X	X		X	
Critically analyze systems of historical and current-day racial/ethnic oppression using social scientific and humanistic approaches, including ethnocentrism, eurocentrism, white supremacy, and settler-colonialism.		X	X		X	
Describe and actively practice principles of anti-racism and social justice, including equity, self-determination, liberation, and decolonization.		X	X		X	
Describe key concepts as they are used by Ethnic Studies scholars, such as race, ethnicity, Indigeneity, citizenship, racialization, identity, and intersectionality.		X	X		X	

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Evaluate and compare the historical struggles of Indigenous peoples and Native Americans, Black communities and African Americans, Latinxs, and Asian Americans through the lens of traditional knowledge systems used within communities of color.	X	X			X	
<b>HDHS202</b>						
Analyze theories of socialization that address the interrelationship of child, family and community					X	
Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families				X		
Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities			X			
Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning			X			
Critically assess community support services and agencies that are available to community and families.					X	

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.				X		
<b>HDHS205</b>						
Apply life management principles and practices to case studies, role plays and personal experiences which foster successful living						
Evaluate life management behaviors and strategies in others as well as articulate ways to make enhancements				X		
<b>HDHS210</b>						
Outline the historical evolution of social welfare and human services in the U.S.						
Explain the current service delivery system in which social work and human service clients' needs are provided, and identify the legal/ethical/professional responsibilities associated with social welfare delivery						X

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Demonstrate an understanding of cultural humility and systems of oppression/privilege, and critical thinking in envisioning ways to collaborate, negotiate and advocate with and within social welfare institutions and organizations.			X			X
Identify local social welfare agencies along with their services.						X
<b>HDHS212</b>						
Analyze the fundamental concepts, theoretical perspectives necessary and current research trends necessary to understand the study of lifespan human development					X	
Describe the elements of scientific methodology and the common research designs used by psychologists to study human development.						
Evaluate how physiological, cognitive, emotional, social and multicultural factors influence human development.						
Apply concepts and theories of human development to analyze one's own developmental processes.				X		
<b>HDHS213</b>						

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Apply influential theories to explain the formation of ethnic identity among major ethnic groups in the U.S.						X
Analyze the interaction between ethnic identity and the broader context of psycho-cognitive-social development.					X	
Articulate personal and societal biased assumptions, beliefs and stereotypes pertaining to race/ethnicity, as well as inter-groups relations, for the purpose of identifying strategies for unlearning racism and promoting social justice.			X			
Examine the psycho-social impact of social injustices and unequal access to resources on non-dominant groups, and the psycho-social impact of unearned privilege on dominant groups.					X	
<b>HDHS214</b>						
Articulate and apply the terminology, fundamental concepts and theoretical perspectives necessary to explain intimacy dynamics within the family life cycle, and one's own intimacy patterns, biases and evolving experiences						

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Describe the elements of scientific methodology and the common research designs used by psychologists to study the family system						
Identify and critique cultural biases regarding concepts of love, marriage and the family		X				
Apply critical thinking skills while engaging in verbal and/or written discussions, and in completing course assignments					X	
<b>HDHS215</b>						
Articulate and critically apply the terminology, fundamental concepts and theoretical perspectives necessary to understand the construction of gender and women's lifespan development from a bio-psycho-cognitive-social perspective.					X	
Identify the elements of scientific methodology, common research designs and the scope of topics within the psychology of women.						
Demonstrate understanding of the intersection between gender roles, androcentrism, and its impact on women's development						X

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Articulate and critique personal and societal assumptions, beliefs and biases related to gender norms.			X			
<b>HDHS216</b>						
Apply the various developmental theories and principles to child rearing situations.						X
Distinguish between parenting behaviors supported by research and biology and parenting behaviors based on opinion and supported by cultural norms.					X	
Analyze the relationship between the changing social environment, child behavior and parenting behavior.					X	
Develop parenting behaviors that support children's growth and encourage healthy, stable families.						
Develop a parenting philosophy, that takes into account a child's temperament and developmental stages and includes family support systems.					X	

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Identify specific parenting tasks and challenges at each developmental stage and effective and appropriate prevention and intervention strategies to address these challenges.					X	
Identify specific community resources that support healthy families.						X
<b>HDHS217</b>						
Analyze the relationship between the changing social environment, child behavior, and parenting expectations						
Apply developmental theories and principles to diverse child rearing situations, including specific parenting tasks, challenges, and related guidance strategies for each developmental stage					X	
Develop a parenting philosophy and a skill set that foster children's growth and encourage healthy, stable families.						
<b>HDHS218</b>						
Articulate and critically apply the terminology, fundamental concepts and theoretical perspectives necessary to explain the bio-psycho-social dimensions of human sexuality					X	



SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Articulate, critique and challenge one's personal assumptions regarding diverse expressions of sexuality, and prejudiced behaviors toward non-dominant group members.		X		X		
Identify and critically analyze institutional assumptions regarding expressions of human sexuality and sex education as well as the consequential psycho-social struggles of non-dominant groups.					X	
Identify the elements of scientific methodology, common research designs and the scope of topics within the study of sexology						
<b>HDHS219</b>						
Analyze and apply feminist theory, gender theory, and queer theory to explain queer identities, and the associated identity politics and social justice issues.				X		
Analyze how individual and institutional biases and discriminatory practices impact the queer communities, individuals who identify as queer, and society-at-large as well as articulate social justice interventions which promote equity, civility and community building					X	

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Appraise the evolution of queer culture and its impact within the U.S.						
Evaluate how the intersections of class, religious affiliation, age, ableism, and ethnicity impact queer identity and identity politics						
<b>HDHS230</b>						
<b>HDHS247</b>						
Demonstrate any additional outcomes established by the instructor and student that are stated in the independent study contract.						X
Demonstrate the skills or knowledge developed as a result of the independent study course.						
Describe how the independent study course met objectives not identified in other courses.						
<b>HDHS252</b>						
Apply newly developed or expanded skills that relate to workplace success.						
Develop measurable learning objectives that relate to workplace success skills and incorporate new learning or expanded responsibilities.						X

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Use the process of cooperative work experience as a collaborative tool to be utilized by students and employers for the development of appropriate workplace skills and performance outcomes.						X
<b>HDHS270</b>						
Identify and critically evaluate the relative strengths and biases of the major research, theories, and models of substance use, abuse, and addiction.						
Assess the impact of substance use, abuse, and dependency on society, families, and individuals with sensitivity to ethnicity, gender, age, and sexual orientation assess the role these factors play in contributing to and preventing addiction.						
Apply principles of prevention and intervention personally and in their communities, including related vocational, educational, criminal justice, and health settings.						X
Summarize the major causes of and proposed solutions for problems related to substance use, abuse, and dependency.					X	

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
<b>HDHS271</b>						
Model skills used in a helping relationship with appropriate ethical and legal considerations while demonstrating empathy, warmth, genuineness, and congruence in a group practice setting.					X	X
Demonstrate group practice techniques and methods that demonstrate ethical considerations and encourage the development of a positive, problem-solving, working group process.					X	X
<b>HDHS272</b>						
Critique three drug prevention models.					X	
Formulate a research strategy for assessing substance abuse prevention needs in a specific population.					X	
Evaluate the success of a prevention program.						
<b>HDHS278</b>						
Apply the major theories and corresponding therapeutic models to understand the chemically dependent family.						

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Demonstrate strategies which assess for readiness and responsiveness to the therapeutic process, and risks of harm to self and others.						X
Apply effective therapeutic intervention skills and practices necessary to promote sobriety, lifelong recovery, personal growth, and family strength.						X
Discern characteristics and behaviors of professionals in the human services field that undermine the therapeutic process.				X		
<b>HDHS279</b>						
Implement the principles and practices of case management.						
Demonstrate effective communication skills necessary to implement case management services.						
Demonstrate cultural competency, reflexivity, and knowledge of community resources.			X			
<b>HDHS280</b>						
Identify and demonstrate the characteristics and skills of ethical and effective counselors.						

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Demonstrate knowledge of ethical codes, laws, and behavior in professional practice.						X
Appraise one's own professional conduct as it pertains to the human services field.				X		X
<b>HDHS288</b>						
Demonstrate appropriate clinical and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services for five clients.						X
Describe an agency's operation, services, policies, approaches, and procedures.					X	
Practice the delivery of services in a professional and ethical manner in conformance with agency and professional standards.						X
<b>HDHS289</b>						
Analyze an agency's operation, services, policies, approaches, and procedures.					X	

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Demonstrate proficient clinical and case management skills, including cultural engagement & humility, assessment, treatment/service planning and implementation, documentation, referral, and follow-up services.						X
Explain and apply the code of ethics and legal guidelines followed by human service & social work professionals.						X
Demonstrate personal self-awareness, non-judgmental assessments, and readiness for professional development and receptiveness to supervisory feedback.		X				
<b>HDHS289A</b>						
Describe and apply an addiction agency's operation, services, policies, approaches, and procedures.						X
Demonstrate appropriate clinical and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services for five clients.					X	

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Practice the delivery of services in a professional and ethical manner in conformance with agency and professional standards.		X				X
<b>HDHS289B</b>						
Relate knowledge of the major components of social work and human services to an agency's procedures and practices						X
Demonstrate proficient fieldwork skills in social work/human services by integrating culturally sensitive perspectives and practices					X	
Implement professional and ethical treatment planning and case management in the social work/human services field						X
<b>HDHS289B</b>						
<b>HDHS289C</b>						
Describe the agency's operation, services, policies, approaches, and procedures as they pertain to providing parenting coach/education services						



SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Demonstrate educational, clinical, and case management skills as they pertain to employment as a parenting coach/educator, including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services					X	
Practice the skills and services of a parenting coach/educator in a professional and ethical manner in conformance with the agency and professional standards						X
<b>HDHS289D</b>						
Describe the agency's operation, services, policies, approaches, and procedures as they pertain to providing paraprofessional counseling services						
Demonstrate appropriate clinical, psycho-educational and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services related to paraprofessional counseling services					X	

		<b>Artistic and Cultural Knowledge and Engagement</b>		<b>Critical Thinking and Communication</b>		<b>Personal, Academic, and Professional Development</b>
<b>SLOs</b>	<b>ILOs</b>	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
	Practice the skills and services of a paraprofessional counselor in a professional and ethical manner in conformance with the agency and professional standards					X

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
<b>ETHN230</b>						
Assess how current events are influenced by the history, culture, and traditions of communities of color by employing place-based analysis and community-engaged methods.						
Critically analyze systems of historical and current-day racial/ethnic oppression using social scientific and humanistic approaches, including ethnocentrism, eurocentrism, white supremacy, and settler-colonialism.						
Describe and actively practice principles of anti-racism and social justice, including equity, self-determination, liberation, and decolonization.						
Describe key concepts as they are used by Ethnic Studies scholars, such as race, ethnicity, Indigeneity, citizenship, racialization, identity, and intersectionality.						
Evaluate and compare the historical struggles of Indigenous peoples and Native Americans, Black communities and African Americans, Latinxs, and Asian Americans through the lens of traditional knowledge systems used within communities of color.						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
<b>HDHS202</b>						
Analyze theories of socialization that address the interrelationship of child, family and community						
Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families						
Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities						
Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning						
Critically assess community support services and agencies that are available to community and families.						
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	X					
<b>HDHS205</b>						
Apply life management principles and practices to case studies, role plays and personal experiences which foster successful living			X			

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Evaluate life management behaviors and strategies in others as well as articulate ways to make enhancements	X					
<b>HDHS210</b>						
Outline the historical evolution of social welfare and human services in the U.S.						
Explain the current service delivery system in which social work and human service clients' needs are provided, and identify the legal/ethical/professional responsibilities associated with social welfare delivery						
Demonstrate an understanding of cultural humility and systems of oppression/privilege, and critical thinking in envisioning ways to collaborate, negotiate and advocate with and within social welfare institutions and organizations.						
Identify local social welfare agencies along with their services.						
<b>HDHS212</b>						
Analyze the fundamental concepts, theoretical perspectives necessary and current research trends necessary to understand the study of lifespan human development						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Describe the elements of scientific methodology and the common research designs used by psychologists to study human development.				X		
Evaluate how physiological, cognitive, emotional, social and multicultural factors influence human development.						
Apply concepts and theories of human development to analyze one's own developmental processes.	X					
<b>HDHS213</b>						
Apply influential theories to explain the formation of ethnic identity among major ethnic groups in the U.S.						
Analyze the interaction between ethnic identity and the broader context of psycho-cognitive-social development.						
Articulate personal and societal biased assumptions, beliefs and stereotypes pertaining to race/ethnicity, as well as inter-groups relations, for the purpose of identifying strategies for unlearning racism and promoting social justice.	X					

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Examine the psycho-social impact of social injustices and unequal access to resources on non-dominant groups, and the psycho-social impact of unearned privilege on dominant groups.						
<b>HDHS214</b>						
Articulate and apply the terminology, fundamental concepts and theoretical perspectives necessary to explain intimacy dynamics within the family life cycle, and one's own intimacy patterns, biases and evolving experiences						
Describe the elements of scientific methodology and the common research designs used by psychologists to study the family system				X		
Identify and critique cultural biases regarding concepts of love, marriage and the family						
Apply critical thinking skills while engaging in verbal and/or written discussions, and in completing course assignments						
<b>HDHS215</b>						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Articulate and critically apply the terminology, fundamental concepts and theoretical perspectives necessary to understand the construction of gender and women's lifespan development from a bio-psycho-cognitive-social perspective.						
Identify the elements of scientific methodology, common research designs and the scope of topics within the psychology of women.				X		
Demonstrate understanding of the intersection between gender roles, androcentrism, and its impact on women's development						
Articulate and critique personal and societal assumptions, beliefs and biases related to gender norms.						
<b>HDHS216</b>						
Apply the various developmental theories and principles to child rearing situations.						
Distinguish between parenting behaviors supported by research and biology and parenting behaviors based on opinion and supported by cultural norms.						



SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Analyze the relationship between the changing social environment, child behavior and parenting behavior.						
Develop parenting behaviors that support children's growth and encourage healthy, stable families.	X					
Develop a parenting philosophy, that takes into account a child's temperament and developmental stages and includes family support systems.	X					
Identify specific parenting tasks and challenges at each developmental stage and effective and appropriate prevention and intervention strategies to address these challenges.						
Identify specific community resources that support healthy families.						
<b>HDHS217</b>						
Analyze the relationship between the changing social environment, child behavior, and parenting expectations						
Apply developmental theories and principles to diverse child rearing situations, including specific parenting tasks, challenges, and related guidance strategies for each developmental stage						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Develop a parenting philosophy and a skill set that foster children's growth and encourage healthy, stable families.		X				
<b>HDHS218</b>						
Articulate and critically apply the terminology, fundamental concepts and theoretical perspectives necessary to explain the bio-psycho-social dimensions of human sexuality						
Articulate, critique and challenge one's personal assumptions regarding diverse expressions of sexuality, and prejudiced behaviors toward non-dominant group members.						
Identify and critically analyze institutional assumptions regarding expressions of human sexuality and sex education as well as the consequential psycho-social struggles of non-dominant groups.						
Identify the elements of scientific methodology, common research designs and the scope of topics within the study of sexology				X		
<b>HDHS219</b>						
Analyze and apply feminist theory, gender theory, and queer theory to explain queer identities, and the associated identity politics and social justice issues.						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Analyze how individual and institutional biases and discriminatory practices impact the queer communities, individuals who identify as queer, and society-at-large as well as articulate social justice interventions which promote equity, civility and community building						
Appraise the evolution of queer culture and its impact within the U.S.						
Evaluate how the intersections of class, religious affiliation, age, ableism, and ethnicity impact queer identity and identity politics						
<b>HDHS230</b>						
<b>HDHS247</b>						
Demonstrate any additional outcomes established by the instructor and student that are stated in the independent study contract.						
Demonstrate the skills or knowledge developed as a result of the independent study course.		X				
Describe how the independent study course met objectives not identified in other courses.		X				
<b>HDHS252</b>						
Apply newly developed or expanded skills that relate to workplace success.			X			

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Develop measurable learning objectives that relate to workplace success skills and incorporate new learning or expanded responsibilities.						
Use the process of cooperative work experience as a collaborative tool to be utilized by students and employers for the development of appropriate workplace skills and performance outcomes.						
<b>HDHS270</b>						
Identify and critically evaluate the relative strengths and biases of the major research, theories, and models of substance use, abuse, and addiction.						
Assess the impact of substance use, abuse, and dependency on society, families, and individuals with sensitivity to ethnicity, gender, age, and sexual orientation assess the role these factors play in contributing to and preventing addiction.						
Apply principles of prevention and intervention personally and in their communities, including related vocational, educational, criminal justice, and health settings.						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Summarize the major causes of and proposed solutions for problems related to substance use, abuse, and dependency.						
<b>HDHS271</b>						
Model skills used in a helping relationship with appropriate ethical and legal considerations while demonstrating empathy, warmth, genuineness, and congruence in a group practice setting.		X	X			
Demonstrate group practice techniques and methods that demonstrate ethical considerations and encourage the development of a positive, problem-solving, working group process.		X	X			
<b>HDHS272</b>						
Critique three drug prevention models.						
Formulate a research strategy for assessing substance abuse prevention needs in a specific population.						
Evaluate the success of a prevention program.						
<b>HDHS278</b>						
Apply the major theories and corresponding therapeutic models to understand the chemically dependent family.						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Demonstrate strategies which assess for readiness and responsiveness to the therapeutic process, and risks of harm to self and others.						
Apply effective therapeutic intervention skills and practices necessary to promote sobriety, lifelong recovery, personal growth, and family strength.						
Discern characteristics and behaviors of professionals in the human services field that undermine the therapeutic process.						
<b>HDHS279</b>						
Implement the principles and practices of case management.			X			
Demonstrate effective communication skills necessary to implement case management services.			X			
Demonstrate cultural competency, reflexivity, and knowledge of community resources.						
<b>HDHS280</b>						
Identify and demonstrate the characteristics and skills of ethical and effective counselors.						
Demonstrate knowledge of ethical codes, laws, and behavior in professional practice.						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Appraise one's own professional conduct as it pertains to the human services field.			X			
<b>HDHS288</b>						
Demonstrate appropriate clinical and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services for five clients.						
Describe an agency's operation, services, policies, approaches, and procedures.						
Practice the delivery of services in a professional and ethical manner in conformance with agency and professional standards.						
<b>HDHS289</b>						
Analyze an agency's operation, services, policies, approaches, and procedures.						
Demonstrate proficient clinical and case management skills, including cultural engagement & humility, assessment, treatment/service planning and implementation, documentation, referral, and follow-up services.						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Explain and apply the code of ethics and legal guidelines followed by human service & social work professionals.						
Demonstrate personal self-awareness, non-judgmental assessments, and readiness for professional development and receptiveness to supervisory feedback.	X					
<b>HDHS289A</b>						
Describe and apply an addiction agency's operation, services, policies, approaches, and procedures.						
Demonstrate appropriate clinical and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services for five clients.			X			
Practice the delivery of services in a professional and ethical manner in conformance with agency and professional standards.			X			
<b>HDHS289B</b>						
Relate knowledge of the major components of social work and human services to an agency's procedures and practices						



SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Demonstrate proficient fieldwork skills in social work/human services by integrating culturally sensitive perspectives and practices			X			
Implement professional and ethical treatment planning and case management in the social work/human services field			X			
<b>HDHS289B</b>						
<b>HDHS289C</b>						
Describe the agency's operation, services, policies, approaches, and procedures as they pertain to providing parenting coach/education services						
Demonstrate educational, clinical, and case management skills as they pertain to employment as a parenting coach/educator, including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services			X			
Practice the skills and services of a parenting coach/educator in a professional and ethical manner in conformance with the agency and professional standards			X			
<b>HDHS289D</b>						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Describe the agency's operation, services, policies, approaches, and procedures as they pertain to providing paraprofessional counseling services						
Demonstrate appropriate clinical, psycho-educational and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services related to paraprofessional counseling services			X			
Practice the skills and services of a paraprofessional counselor in a professional and ethical manner in conformance with the agency and professional standards			X			

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
<b>ETHN230</b>						
Assess how current events are influenced by the history, culture, and traditions of communities of color by employing place-based analysis and community-engaged methods.			X	X		
Critically analyze systems of historical and current-day racial/ethnic oppression using social scientific and humanistic approaches, including ethnocentrism, eurocentrism, white supremacy, and settler-colonialism.			X	X		
Describe and actively practice principles of anti-racism and social justice, including equity, self-determination, liberation, and decolonization.			X	X		
Describe key concepts as they are used by Ethnic Studies scholars, such as race, ethnicity, Indigeneity, citizenship, racialization, identity, and intersectionality.			X	X		

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Evaluate and compare the historical struggles of Indigenous peoples and Native Americans, Black communities and African Americans, Latinxs, and Asian Americans through the lens of traditional knowledge systems used within communities of color.			X	X		
<b>HDHS202</b>						
Analyze theories of socialization that address the interrelationship of child, family and community						
Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families				X		
Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities					X	
Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning						
Critically assess community support services and agencies that are available to community and families.						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.				X		
<b>HDHS205</b>						
Apply life management principles and practices to case studies, role plays and personal experiences which foster successful living						
Evaluate life management behaviors and strategies in others as well as articulate ways to make enhancements						
<b>HDHS210</b>						
Outline the historical evolution of social welfare and human services in the U.S.				X	X	
Explain the current service delivery system in which social work and human service clients' needs are provided, and identify the legal/ethical/professional responsibilities associated with social welfare delivery						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Demonstrate an understanding of cultural humility and systems of oppression/privilege, and critical thinking in envisioning ways to collaborate, negotiate and advocate with and within social welfare institutions and organizations.				X		
Identify local social welfare agencies along with their services.						
<b>HDHS212</b>						
Analyze the fundamental concepts, theoretical perspectives necessary and current research trends necessary to understand the study of lifespan human development						
Describe the elements of scientific methodology and the common research designs used by psychologists to study human development.						
Evaluate how physiological, cognitive, emotional, social and multicultural factors influence human development.				X	X	
Apply concepts and theories of human development to analyze one's own developmental processes.						
<b>HDHS213</b>						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Apply influential theories to explain the formation of ethnic identity among major ethnic groups in the U.S.						
Analyze the interaction between ethnic identity and the broader context of psycho-cognitive-social development.				X		
Articulate personal and societal biased assumptions, beliefs and stereotypes pertaining to race/ethnicity, as well as inter-groups relations, for the purpose of identifying strategies for unlearning racism and promoting social justice.			X			
Examine the psycho-social impact of social injustices and unequal access to resources on non-dominant groups, and the psycho-social impact of unearned privilege on dominant groups.			X		X	
<b>HDHS214</b>						
Articulate and apply the terminology, fundamental concepts and theoretical perspectives necessary to explain intimacy dynamics within the family life cycle, and one's own intimacy patterns, biases and evolving experiences					X	

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Describe the elements of scientific methodology and the common research designs used by psychologists to study the family system						
Identify and critique cultural biases regarding concepts of love, marriage and the family				X		
Apply critical thinking skills while engaging in verbal and/or written discussions, and in completing course assignments						
<b>HDHS215</b>						
Articulate and critically apply the terminology, fundamental concepts and theoretical perspectives necessary to understand the construction of gender and women's lifespan development from a bio-psycho-cognitive-social perspective.						
Identify the elements of scientific methodology, common research designs and the scope of topics within the psychology of women.						
Demonstrate understanding of the intersection between gender roles, androcentrism, and its impact on women's development			X			



SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Articulate and critique personal and societal assumptions, beliefs and biases related to gender norms.					X	
<b>HDHS216</b>						
Apply the various developmental theories and principles to child rearing situations.						
Distinguish between parenting behaviors supported by research and biology and parenting behaviors based on opinion and supported by cultural norms.						
Analyze the relationship between the changing social environment, child behavior and parenting behavior.			X		X	
Develop parenting behaviors that support children's growth and encourage healthy, stable families.						
Develop a parenting philosophy, that takes into account a child's temperament and developmental stages and includes family support systems.						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Identify specific parenting tasks and challenges at each developmental stage and effective and appropriate prevention and intervention strategies to address these challenges.						
Identify specific community resources that support healthy families.						
<b>HDHS217</b>						
Analyze the relationship between the changing social environment, child behavior, and parenting expectations				X		
Apply developmental theories and principles to diverse child rearing situations, including specific parenting tasks, challenges, and related guidance strategies for each developmental stage						
Develop a parenting philosophy and a skill set that foster children's growth and encourage healthy, stable families.						
<b>HDHS218</b>						
Articulate and critically apply the terminology, fundamental concepts and theoretical perspectives necessary to explain the bio-psycho-social dimensions of human sexuality						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Articulate, critique and challenge one's personal assumptions regarding diverse expressions of sexuality, and prejudiced behaviors toward non-dominant group members.						
Identify and critically analyze institutional assumptions regarding expressions of human sexuality and sex education as well as the consequential psycho-social struggles of non-dominant groups.					X	
Identify the elements of scientific methodology, common research designs and the scope of topics within the study of sexology						
<b>HDHS219</b>						
Analyze and apply feminist theory, gender theory, and queer theory to explain queer identities, and the associated identity politics and social justice issues.			X	X		
Analyze how individual and institutional biases and discriminatory practices impact the queer communities, individuals who identify as queer, and society-at-large as well as articulate social justice interventions which promote equity, civility and community building			X	X		

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Appraise the evolution of queer culture and its impact within the U.S.			X	X		
Evaluate how the intersections of class, religious affiliation, age, ableism, and ethnicity impact queer identity and identity politics			X	X		
<b>HDHS230</b>						
<b>HDHS247</b>						
Demonstrate any additional outcomes established by the instructor and student that are stated in the independent study contract.						
Demonstrate the skills or knowledge developed as a result of the independent study course.						
Describe how the independent study course met objectives not identified in other courses.						
<b>HDHS252</b>						
Apply newly developed or expanded skills that relate to workplace success.						
Develop measurable learning objectives that relate to workplace success skills and incorporate new learning or expanded responsibilities.						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Use the process of cooperative work experience as a collaborative tool to be utilized by students and employers for the development of appropriate workplace skills and performance outcomes.						
<b>HDHS270</b>						
Identify and critically evaluate the relative strengths and biases of the major research, theories, and models of substance use, abuse, and addiction.					X	
Assess the impact of substance use, abuse, and dependency on society, families, and individuals with sensitivity to ethnicity, gender, age, and sexual orientation assess the role these factors play in contributing to and preventing addiction.			X			
Apply principles of prevention and intervention personally and in their communities, including related vocational, educational, criminal justice, and health settings.						
Summarize the major causes of and proposed solutions for problems related to substance use, abuse, and dependency.			X			
<b>HDHS271</b>						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Model skills used in a helping relationship with appropriate ethical and legal considerations while demonstrating empathy, warmth, genuineness, and congruence in a group practice setting.						
Demonstrate group practice techniques and methods that demonstrate ethical considerations and encourage the development of a positive, problem-solving, working group process.						
<b>HDHS272</b>						
Critique three drug prevention models.						
Formulate a research strategy for assessing substance abuse prevention needs in a specific population.						
Evaluate the success of a prevention program.					X	
<b>HDHS278</b>						
Apply the major theories and corresponding therapeutic models to understand the chemically dependent family.					X	
Demonstrate strategies which assess for readiness and responsiveness to the therapeutic process, and risks of harm to self and others.						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Apply effective therapeutic intervention skills and practices necessary to promote sobriety, lifelong recovery, personal growth, and family strength.						
Discern characteristics and behaviors of professionals in the human services field that undermine the therapeutic process.						
<b>HDHS279</b>						
Implement the principles and practices of case management.						
Demonstrate effective communication skills necessary to implement case management services.						
Demonstrate cultural competency, reflexivity, and knowledge of community resources.				X		
<b>HDHS280</b>						
Identify and demonstrate the characteristics and skills of ethical and effective counselors.						
Demonstrate knowledge of ethical codes, laws, and behavior in professional practice.						
Appraise one's own professional conduct as it pertains to the human services field.			X			
<b>HDHS288</b>						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Demonstrate appropriate clinical and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services for five clients.						
Describe an agency's operation, services, policies, approaches, and procedures.						
Practice the delivery of services in a professional and ethical manner in conformance with agency and professional standards.			X			
<b>HDHS289</b>						
Analyze an agency's operation, services, policies, approaches, and procedures.					X	
Demonstrate proficient clinical and case management skills, including cultural engagement & humility, assessment, treatment/service planning and implementation, documentation, referral, and follow-up services.				X		
Explain and apply the code of ethics and legal guidelines followed by human service & social work professionals.						



SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Demonstrate personal self-awareness, non-judgmental assessments, and readiness for professional development and receptiveness to supervisory feedback.						
<b>HDHS289A</b>						
Describe and apply an addiction agency's operation, services, policies, approaches, and procedures.						
Demonstrate appropriate clinical and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services for five clients.	X					
Practice the delivery of services in a professional and ethical manner in conformance with agency and professional standards.					X	
<b>HDHS289B</b>						
Relate knowledge of the major components of social work and human services to an agency's procedures and practices						
Demonstrate proficient fieldwork skills in social work/human services by integrating culturally sensitive perspectives and practices	X					

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Implement professional and ethical treatment planning and case management in the social work/human services field						
<b>HDHS289B</b>						
<b>HDHS289C</b>						
Describe the agency's operation, services, policies, approaches, and procedures as they pertain to providing parenting coach/education services						
Demonstrate educational, clinical, and case management skills as they pertain to employment as a parenting coach/educator, including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services	X					
Practice the skills and services of a parenting coach/educator in a professional and ethical manner in conformance with the agency and professional standards						
<b>HDHS289D</b>						
Describe the agency's operation, services, policies, approaches, and procedures as they pertain to providing paraprofessional counseling services						

		<b>Scientific and Environmental Understanding</b>	<b>Social, Historical, and Global Knowledge and Engagement</b>		<b>Technical and Informational Fluency</b>	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
<b>SLOs</b>	<b>ILOs</b>					
	Demonstrate appropriate clinical, psycho-educational and case management skills including engagement, assessment, treatment planning, implementation, documentation, referral, and follow-up services related to paraprofessional counseling services	X				
	Practice the skills and services of a paraprofessional counselor in a professional and ethical manner in conformance with the agency and professional standards					

## VI. PROGRAM DEVELOPMENT

The HDHS program supports efforts to achieve Institutional Goals and Objectives in the following ways:

### **Institutional Objective 1A:**

The HDHS Program increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts that include Promise Day, Transfer Day, Si We Puede, Career Day, and more.

### **Institutional Goal 2: Completion**

The HDHS Program increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets by considering industry need and obtaining input from advisory board professionals to create relevant programs with embedded field work experience and transfer opportunity.

### **Institutional Objective 6A:**

The HDHS Program integrates and improves facilities and technology to support student learning and the innovations needed to serve its diverse communities by implementing use of the OWL technology, allowing students to attend course in class or at home with simultaneous audio-visual feed

The HDHS program supports efforts to achieve Institutional Learning Outcomes in the following ways:

### **Institutional Learning Outcome 1 & 2:**

Our Program provides curricula that teaches academic and professional development (critical thinking skills, interpersonal communication skills, professional ethics and conduct). Our Program provides curricula that teaches mental wellness behaviors, crisis intervention skills, conflict resolution skills, and successful life management strategies.

### **Institutional Learning Outcome 3:**

The program promotes scientific and environmental understanding through the detailed student learning outcomes that address scientific methodology and bio/psycho/social/environmental awareness.

### **Institutional Learning Outcome 4:**

The program fosters social, historical, and global knowledge and engagement through relevant class material, assessment, reflection, and examination.

### **Institutional Learning Outcome 6:**

Technological and informational fluency is developed with incentivized learning of online orientation skills and use of OWL technology to offer simultaneous online and in-person instructional opportunities. The research requirements and embedded enrichment links facilitate informational fluency.

The HDHS program supports efforts to achieve continued growth in the following Program Outcome areas:

Departmental growth continues in this assessment cycle, as detailed in this program graphs posted above. The Human Development / Human Services Department experienced an increase in enrollment, fill-rate, and efficiency. This is especially noteworthy because the college and nation-wide trends indicate a decline in most measurable areas, as a result of the Covid 19 Pandemic challenges.

Indicate any anticipated changes and challenges in the following areas:

Curriculum and scheduling changes will occur as needed in response to the growth that is occurring and that is anticipated, based on the increase demand for Human Services workers. Current projects that may contribute to this growth include:

ATS Cohort Model Pilot

SNHU Transfer as a senior into a Human Services Bachelor's Program – which has been canceled due to not obtaining an MOU signature at Cuesta's middle administration level. Hopefully this can be revisited and implemented.

Another potential program that was canceled due to lack of approval at the middle management level, involved embedded training for Peer Support Counselors; this entry level profession is now recognized and well paying as a result of the passage of SB 803. Perhaps this can be revisited and included in another way in the near future.

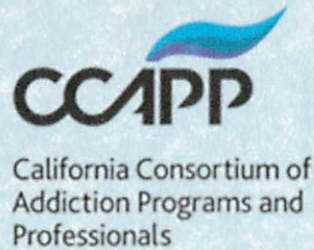
Support services to promote success, persistence and retention will continued to be highlighted, with specific student referrals made by our professional and compassionate faculty members.

Staffing needs and projections may involve more hiring of part time faculty to meet the program growth and societal need for Human Services workers.

Currently, there are no changes in strategy in response to the predicted budget and FTES target for the next program review cycle, due to the outstanding FTES demonstrated by the HDHS Department.

## **VII. END NOTES**





# California Consortium of Addiction Programs and Professionals (CCAPP)

CCAPP School Approval has been granted to:

## CUESTA COLLEGE

Approval Period 02-21-2019 to 02-28-2022

A handwritten signature in blue ink that reads "Rosemarie Wheeler". The signature is written in a cursive style and is positioned above a horizontal line.

Rosemarie Wheeler, MA, LAADC  
CCAPP Educational Institute Chair

*This School has met all requirements as set forth by CCAPP and the Education board (CCAPP Institute)*



Registration with California Consortium of Addiction Programs and Professionals (CCAPP) is attached. CTE grant monies were used to advertise the Addiction Treatment Studies (ATS) Program on the CCAPP website. CCAPP granted scholarships for ATS students to attend the annual addiction conference. HDHS Program graduates have reported employment at many local agencies including, but not limited to: San Luis Obispo County Social Services, San Luis Obispo County Drug and Alcohol Services, CAPSLO, Aspire Counseling Agency, Transitions Mental Health, and more.

- VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.**



## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.**

**Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)**

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Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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## SUPPLEMENTAL DOCUMENTS

### FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

#### APPLICABLE SIGNATURES:

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**Vice President/Dean**

**Date**

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**Division Chair/Director/Designee**

**Date**

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**Other (when applicable)**

**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.