

COMMUNITY AND HUMAN SERVICES FOR STUDENTS MATRICULATED AFTER JAN. 1, 2014 BUT BEFORE SEPT. 7, 2021

Statements

Community and Human Services Guidelines

Community and human services is a field of study that aims to prepare learners to:

- Improve the quality of life of individuals, families, groups and communities.
- Develop, enhance and improve access to services for people in need.
- Promote equality and social justice.

The community and human services area of study prepares students for a wide array of roles in direct service and/or management in the helping professions and community service. Fields of study may include, but are not limited to human services, health services, early childhood, child welfare, emergency management, advocacy and community organizing, public affairs and criminal justice. Students will acquire and apply a broad range of knowledge about the social, economic and political conditions of our world.

Studies in this area emphasize six essential foundations represented in students' degree plan for the bachelor's level. **For the associate's degree, students are expected to meet a minimum of at least three of the essential foundations.** Students will explain how they meet these foundations in their rationale essay. Knowledge of each foundation is demonstrated through studies and/or prior learning assessment. Examples of studies that are aligned with the guidelines are provided; however, **please be aware these are only examples and is in no way an exhaustive list.**

Knowledge of Human Behavior

Students identify and demonstrate an understanding of human behavior within the context of various social, developmental, global, economic, political, biological and/or environmental systems. These studies cover theory, historical and developmental perspectives.

Below are a few examples of studies that are aligned with the guideline:

- Human Development.
- Fire-related Human Behavior.
- Child Development.
- Deviant Behavior.
- Stress in Families.
- Or Cognitive Psychology.

Knowledge of Service Delivery

Students identify and analyze systems, institutions and policies that are relevant to the delivery of services in their field of study.

Below are a few examples of studies that are aligned with the guideline:

- History of Social Welfare.
- Human Service Management.

- Introduction to Social Welfare.
- Fire-Prevention Organization and Management.
- Introduction to Human Services.
- Early Childhood Program Administration.
- The United States Health Systems.
- Managed Care.
- Social Policy Analysis
- And/or Community Organization.

Skills

Students acquire skills in assessment, intervention and evaluation with individuals, families, groups and/or communities in their field of study. Additionally, students demonstrate digital and information literacy as appropriate to their field.

Below are a few examples of studies that are aligned with the guideline:

- Case Management.
- Documentation in Human Services.
- Observation and Assessment in Early Childhood Programs.
- Counseling Theory.
- Working with Survivors of Rape and Sexual Assault.
- Fire Investigation and Analysis.
- Creative Arts Therapy: Working with Special Populations.
- Health Informatics.
- Family Intervention.
- And/or Crisis Intervention.

Ethics

Students articulate and evaluate the code of ethics and/or the professional standards within their field and apply them to practice situations within their field. Students identify and examine possible conflicts between their own values and professional expectations.

Below are a few examples of studies that are aligned with the guideline:

- Human Service Ethics.
- Introduction to Ethics.
- Ethical Dilemmas in Criminal Justice
- And Ethics in Health Care.

Diversity

Students demonstrate recognition of the range of human diversity, as well as examining the impact of their own power, privilege and oppression on work with individuals, families, groups and communities. Human diversity may include, but not be limited to race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identity, geographic differences, and/or ability.

Below are a few examples of studies that are aligned with the guideline:

- Sex and Gender in a Cross-Cultural Perspective.
- Contemporary Global Issues.
- Economic Issues in Health Services.
- Crime and Punishment in American Life.
- Exploring Human Diversity Through Film.
- Exploring Poverty and Resiliency.
- And Disabled in America.

Application and Integration

Students demonstrate the application of knowledge, values and skills related to their field. Meeting this guideline through practical application

such as an internship is encouraged; however, an internship is not required to meet the guideline. Students can demonstrate knowledge through applied learning activities and/or assignments within coursework such as interviews, role plays, research projects, mock assessment, mock counseling sessions, and grant writing. In addition, this guideline can also be met through prior learning assessment.

- For example, studies could include Applications of Fire Research, Social Science Research Methods, Social Policy Analysis, Healthcare Management, Developing Infant Toddler Programs, Helping and Counseling Skills, Observation and Assessment of Children, Family Intervention, Crisis Intervention, Managing Bioterrorism and Delivering Human Services.

The potential concentrations are numerous and may be focused or broadly structured, depending upon the student's specific interests and goals, prior learning and experience, organizing framework and general expectations of recognized helping professions. The organizing framework may be arranged by professional/vocational expectations; however, some frameworks may be guided by practice with a specific population, theme or interdisciplinary concentration.

Within any conceptualized CHS concentration, students are expected to consider and discuss in their degree program rationales whether and/or how the areas listed above are relevant to their specific concentrations.