



PROGRAM APPROVAL FORM COVER SHEET

Trades and Professional Services

SCHOOL

Criminal Justice & Social Sciences

DEPARTMENT

Associate of Science In Human Services

PROGRAM TITLE

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AUTHOR

February , 2014

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

- ☒ Program Adoption - all signatories
☐ Program Substantive Revision - all signatories except President
☐ Program Non-Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Jose U. Munoz	<input type="checkbox"/>	<input type="checkbox"/>		
REGISTRAR	Patrick L. Clymer	<input type="checkbox"/>	<input type="checkbox"/>		
DEAN	Juan P. Flores, Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>		
LEARNING OUTCOMES COMMITTEE CHAIR	Patricia M. Terlaje	<input type="checkbox"/>	<input type="checkbox"/>		
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>		
PRESIDENT	Mary A. Y. Okada, Ed.D.	<input type="checkbox"/>	<input type="checkbox"/>		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all on-line curricula approval process.

Date of template revision: March 2013

PROGRAM APPROVAL FORM FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Program Approval Form exists, please attach.

A. ☒ Adoption program

B. ☐ Substantive Revision (attach Program Form).

The numbers listed next to the changes below may or may not require a response; they have been identified as those questions most likely needing to be addressed. The entire program form should be reviewed for applicability.

- ☐ Change in number of credit hours: II, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Change in Technical/Core Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Identify specific changes not listed above:

C. ☐ Non-Substantive Revision (attach Program Form).

Check appropriate box:

- ☐ Change in program title. NEW TITLE:
- ☐ Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).
- ☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).
- ☐ Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements (attach old and new program requirements).
- ☐ Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

II. INTRODUCTION

This program is aligned with **Human Services** Career Cluster and **Family & Community Services** Pathway

(See <http://www.careertech.org/career-clusters/clusters-occupations.html> for more information.

III. PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES -PROGRAM LEVEL

This program description will appear in the College Catalog followed by the Student Learning Outcomes – Program Level

Program Description: **The Associate of Science in Human Services (ASHS) program provides a multi-disciplinary culturally diverse curriculum as the foundation for entry-level career pathway in the human services field. The ASHS program prepares students with the knowledge and skills required for employment at entry level para-professional positions in human services assisting social workers and other allied health professionals like counselors, psychologists, nurses and medical doctors.**

If the description above is a revision, indicate the catalog page(s) to be revised.

Catalog Year:

Page Number(s):

Upon successful completion of this program, students will be able to:

- **Explain human service practice concepts and principles within a multidisciplinary, multi-cultural setting among children & family, mental health and disabilities, aging, substance abuse & the criminal justice system.**
- **Perform entry level human services skills in human service settings.**
- **Describe human values and ethical responsibility pertaining to the human service worker.**

Indicate the title and source of skill standards for this program:

IV. RATIONALE FOR PROPOSAL

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals.

“Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.” Through this Mission, the proposed Associate of Science Human Services Program (ASHS) is to educate and produce entry-level human service para-professionals. Building upon the existing industry certification in behavioral health and the Family Services Certificate Program, the proposed ASHS Program proceeds to the next knowledge and skill level by offering a curriculum that is student-centered and culturally diverse. The curriculum design provides for a strong liberal arts foundation combined with core and related technical requirements. The student-centered model is emphasized in providing students a range of courses carefully designed to further the students’ creative abilities and technical skill to competently serve the primary target population: the most vulnerable in society.

The high incidences of suicide, family violence, homelessness, emotional and behavioral disorders, abuse and neglect is a call to action for the human service industry to continuously produce highly trained, competent and skilled practitioners at *all* levels of intervention. Recently, PL 31-250 Social Work Practice Act was recently signed into law which requires the licensing for entry level social workers. The Guam Board of Allied Health currently regulates the licensure of Individual, Marriage & Family Therapists. Through the adoption of the proposed ASHS Program, GCC will make a significant addition in the human service workforce. Human service para-professionals will assist professionals in providing direct, “day to day” contact with basic helping skills, educational group activities, community outreaches, and service coordination, to name a few. Acting upon the GCC motto, “The island is our campus”, the GCC Human Services Program’s capstone course provides students opportunities to apply practical skills and knowledge to serve the most vulnerable in residential or community-based human service settings, non-profit organizations and government department’s like the Guam Behavioral & Wellness Center.

The career and technical field of Human Services is a global issue. Given the regional scope and concern of human services, the Program provides opportunities for present and future students from the Mariana Island’s and the Federated States of Micronesia to obtain an ASHS degree. Additionally, through developing initiatives at the College like *Internationalization*, it is foreseeable that the Human Services program will attract a more international student population and agreements of student exchange programs.

- B. Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level.

On Guam, the need for paraprofessional social and human services workers has always been critical. With expected retirements and those leaving the profession, as well as the

increased population occurring with the military build-up and the aging population, the demand on Guam is expected to continue and grow. Similar needs are expected nationwide. According to the OOH, job prospects are rated as “excellent” for those with postsecondary education and employment in this field is expected to grow by 23 percent between 2008 and 2018. National growth is attributed to the aging population and the increase in demand for mental health and substance abuse treatment, according to the OOH. An October 6, 2011 article in the Guam Pacific Daily News (PDN) reported that the cost of goods and services on Guam increased 3.6 % in the third quarter of 2011 compared to the same period over a year ago. The article referenced the recently Guam Consumer Price Index 3rd Quarter 2011 report from the Bureau of Statistics and Planning. In addition, the Guam Department of Labor reported 13.3% unemployment rate for Guam in March 2011, an increase of 4 percentage points from September 2009. These statistics indicate poor economic conditions for the island. A July 26, 2011 article in the Guam PDN discussed the increase in abuse and neglect cases this year. The article stated that an average of 1,800 children need intervention from Child Protective Services each year, but that this year the number of reported cases is outpacing all other years. The article links the rise in abuse and neglect cases to poor economic conditions. With the rise in cases and other concomitant social services issues, the demand for paraprofessionals in the field will continue to grow. With the impending Hay Study Implementation expected early in 2014, salaries in the health and human services field will have an increase in annual income.

- C. Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable. **The proposed ASHS Program supports the human service industry by preparing students with the knowledge and skills with local and federal requirements. For example, HIPPA regulations, ethical standards of the profession, client interviewing and documentation, to name a few. Additionally, with the enactment of the 2013 Social Work Act, students will be prepared for eventual licensure as a professional social worker should they decide to advance in their careers. Currently, the Department of Administration is currently working on creating position titles for Family Service Workers I, II and III. The duties of these workers are aligned with student learning outcomes. Additionally, the Program will provide the incentive for the Department of Administration and profit/non-profit organizations to update existing position descriptions to include the Associate Degree as a minimum requirement for employment. Thus, enhancing educational requirements and credentials at entry level positions.**
- D. Results of program evaluation (see Appendix F for Checklist). **Upon approval of the Proposed ASHS Program, both Program and Course Level outcomes will be entered through the GCC TracDat for assessment. Outcomes of assessment values will be applied toward Program/Course development.**

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

- A. Resources (materials, media, and equipment) and costs.
5 new courses will be developed under the “Core Technical Requirements”. In determining appropriate resources for the proposed Program, department activities would be conducted ahead of program implementation to ascertain resource requirements and costs. This would include working with the library in determining learning resource materials, as well as with the appropriate Dean’s to provide additional funding to cover new materials. Additionally, assessment information through the College’s TracDat System will be used when determining additional costs.
- B. Personnel requirements (administrative, instructional, and support staff) and costs.
It is anticipated that the Program will be supported with the regular administrative and support staff of the Criminal Justice & Social Science Department. Regular salary scales will apply for full-time / adjunct faculty / assigned to the department.
- C. Facility requirements.
Existing facility space is sufficient at this time.
- D. Funding source(s).
It is anticipated that the Program will be part of the locally funded budget to the College and the students will pay the usual tuition and fees.
- E. Impact, financial or otherwise, this program may have on the College.
None

VI. IMPLEMENTATION SCHEDULE

Implementation date: **Fall 2015**

VII. PROGRAM DESCRIPTION

- A. Program Title(s)
 Long Title: **Associate of Science In Human Services**
 Abbreviated Title (20 characters maximum): **Assoc of Sci Hum Serv**
- B. Credits
- | | |
|--------------------------|-----------|
| General Education: | 20 |
| Core/Technical: | 30 |
| Related Tech/Gen Ed: | 12 |
| Electives: | 0 |
| Options: | 0 |
| Total Number of Credits: | 62 |
- C. Course Sequence
- D. Target Population
Human Services Major
- E. Cost to Student
Students will follow normal tuition costs and fees as approved by the College

VIII. PRE-REQUISITE (S)

None

IX. CO-REQUISITE (S)

None

X. CONTENT

List of courses, with course descriptions, required to complete this program. Courses grouped according to: General Education, Technical Requirements, etc. If new courses are part of the program, Course Guides must be included with this request for approval.

GENERAL EDUCATION (20 CREDITS)

EN 110 FRESHMAN COMPOSITION (3)

Emphasizing critical reading, writing, and thinking, this course focuses on communicating clearly and effectively, using standard written English in an academic setting, as well as in other communities. Students will practice exploring ideas, conveying information, and adopting a persuasive stance in writing. They will demonstrate logical reasoning, adequate factual support, clarity, organization, and appropriate language choices in their writing. Course Offering: As needed.

MA 110A FINITE MATHEMATICS (3)

This is a continuation of the [MA 108](#). Topics include: Elementary Functions, Linear Equations, Polynomial Functions, Quadratic Functions, Exponential and Logarithmic functions, Systems of Linear Equations and Inequalities, including Matrix Equations, Matrices and Determinants, and Mathematics of Finance. Course Offering: Fall and Spring.

SI 110 ENVIRONMENTAL BIOLOGY (4)

This is a comprehensive survey course, which focuses on local environmental issues and concepts. The main emphasis of the course deals with tropical ecosystems that are unique to the Pacific Island regions. In addition to lectures and laboratory work, students will be required to attend field trips on weekends that will reinforce the course topics and expose students to Guam's various ecosystems. This course is offered in a classroom or an online (Internet) format. Students are required to schedule additional field study with instructor. Course Offering: As needed.

SO 130 INTRODUCTION TO SOCIOLOGY (3)

Sociology is the scientific study of how people behave in groups and the rules that guide group behavior. Everyone is a member of societal groups and people experience different kinds of relationships and play multiple roles in groups. This course examines those groups, people's individual roles, interpersonal relationships, cultures, and families. This knowledge is helpful to everyone including managers and professionals in any field. This course is a required general education core course for all associate degree programs. Course Offering: As needed. Pre-requisites: EN 100R, EN 100W

CS 151 WIDOWS APPLICATIONS (3)

The students will learn fundamental nature of microcomputers: the hardware devices that make up the physical machine, the operating systems, and the major types of application software. Students are exposed to the concepts and applications of the word processing, graphics, desktop publishing, spreadsheet, database, and communications software. They are shown the far reaching effects of computers and technology, and the applications that computers have to their own lives. Finally, the course provides students hands-on experience with real world applications using the Windows environment and the application software for Windows: Word Processing, Spreadsheet, Database and Presentation. Formerly CS150. Course Offering: Every semester.

ASL 100 AMERICAN SIGN LANGUAGE (4) Or CH 110

The purpose of this course is to provide students with basic conversational skills in American Sign Language, to develop visual acuity, and to build comfort with the use of body/facial expressions to convey information. This

course is one in a series of courses designed to allow an individual to develop ASL conversational skills and is a prerequisite for [ASL 110](#). Formerly IN110. Course Offering: As needed.

CH 110 CHAMORRO I (4)

This course is intended for individuals and students without any previous instruction in Chamorro language, focusing on basic conversation. Through interactive and multi-sensory teaching students are introduced to Chamorro phonology, syllabication, syntax and basic verbs. Students will learn to use Chamorro to initiate basic conversation, to communicate about them, and to negotiate basic exchanges in various social situations. This course is also designed to strengthen general knowledge about the peoples of the Marianas Islands where Chamorro is spoken. Course Offering: Fall and Spring.

CORE TECHNICAL REQUIREMENTS (30 CREDITS)

ED 220 HUMAN GROWTH & DEVELOPMENT (3)

This course covers the study of human growth and development from birth to death with special emphasis on the formative and school years of the child. An overview of the interrelationship between physical, emotional, intellectual, and social growth will be presented. Formerly ED170. Course Offering: Fall, Spring & Summer.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- 1) Describe the social, physical and cognitive development of adolescent and adult learners.
- 2) Demonstrate an understanding of how society, culture, and family impact individuals at each stage of their development and growth.
- 3) Describe the social, physical and cognitive development of school-age learners.

CD 221 CHILD GROWTH & DEVELOPMENT (3)

This course provides an overview of the interrelationship between physical, emotional, intellectual, language and social growth in young children from conception through the primary school years, including the effects of heredity and environment on the development of young children. The role of the family, culture, community and society and how they impact on development is also explored. Course Offering: Fall & Spring only.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- 1) Describe the social, physical and cognitive development of infants and toddlers.
- 2) Describe the social, physical and cognitive development of preschoolers.

PY 120 GENERAL PSYCHOLOGY (3)

General Psychology provides an overview of the scientific study of human behavior and experience. Topics include history, methodology, neuroscience, perception, learning, motivation, abnormal behavior, personality theory and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has a service learning component and has been approved as a general education social science elective. Course Offering: As needed.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- 1) State the general principles, theory, ethical considerations and contemporary approaches to psychology.
- 2) Apply psychology to daily experiences.
- 3) Achieve the relevant general education course goals.

HM 110 INTRODUCTION TO COMMUNITY SERVICE (3)

Students will become familiar with services available in the community to meet human needs and to help with social problems. Emphasis is on the development of knowledge from the perspective of a consumer and of skills necessary to locate, gain access to, and effectively utilize such services. Course Offering: As Needed.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- 1) Recognize different ways of thinking about community.
- 2) Explain basic concepts of individual and collective human needs.
- 3) Define concepts and typologies of community services, particularly those on Guam.

HM 150 HUMAN DIVERSITY (3)

The course examines concepts and principles concerning human diversity. It sensitizes students to the complex social-economic-political issues diverging from human equality, conflict resolution, as well as examining the effects of social injustice toward persons of race, gender, sexual orientation and disability. Additionally, students are provided awareness of social change affecting the professional commitment to ensure nondiscriminatory treatment and equal access for clients at all levels of practice interventions. Course Offering: As needed. **Prerequisite(s):** SO 130.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- 1) Examine human diversity as it relates to race, gender, sexual orientation and disability.
- 2) Relate issues of social change and advocacy in promoting human diversity.
- 3) Assess social progress and challenges in promoting fair and equitable treatment.

HM 201 SOCIAL WELFARE & DEVELOPMENT: GLOBAL CHALLENGES (3)

Students will critically examine social welfare from an international and cross-cultural perspective with a focus on the importance of cultural and value systems on a society's allocation of resources, on the development of informal and formal systems of care, and on the evolving mission, roles, and functions of social work. Course Offering: As Needed.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- 1) Explain basic concepts of the structure and functions of social welfare.
- 2) Demonstrate knowledge of social work pertaining to human behavior and the social environment within a bio-psycho-social-spiritual framework.
- 3) Recognize ways that global trends shape the future of social work and social work education.

HM 205 FOUNDATIONS OF CASE MANAGEMENT (3)

The course examines strengths based case management practice models, interpersonal skills to foster a client-driven culturally sensitive partnering approach to care, communication/interviewing skills, service delivery, service coordination planning and proper documentation in case management. Students will further recognize the role of case managers within human service agencies and informal support systems. Course Offering: As needed. **Prerequisite(s):** HM 201

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- 1) Identify case management principles, models and strategies for effective delivery of human services.
- 2) Apply the basic skills of case management functions in service coordination.
- 3) Contrast the phases of the case management process.

HM 225 SUBSTANCE ABUSE PREVENTION (3)

The course critically examines the field and practice of substance abuse prevention in human services. Students will gain knowledge into the evidence-based, prevention research and programming, as well as facts about drugs and other prevention work such as community awareness, prevention education and evaluation. Students will gain first hand experience in learning about various community-based programs aimed at substance abuse prevention. Course Offering: As needed. **Prerequisite(s):** SO 130

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- 1) Describe the three dominant theoretical orientations in substance abuse prevention.
- 2) Describe science base steps in substance abuse prevention programming.
- 3) Compare the role of cultural competency, advocacy and ethics in evidence based community

prevention programming and education.

HM 250 ETHICS IN HUMAN SERVICES (3)

The course is designed to help students integrate values and ethics into all aspects of human services and ultimately the practice in the field of human services and its related services. Course Offering: As needed.

Prerequisite(s): EN 110, HM 150 and HM 201.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Recognize historically important traditions in ethics.
2. Articulate the credibility of information sources.
3. Distinguish the relationship between values and ethics in human services.

HM 290 HUMAN SERVICES PRACTICUM I (3)

This course is designed as a “bridge course” to foster a learning environment that enables students to explore their career pathway in human services. Students gain awareness of the human service field practicum sites, learn about their services and interact with professionals in the field. Student learner role expectations will be discussed. Course Offering: As needed. **Prerequisite(s):** By Permission from Program Academic Adviser or Approval by CJSS Department Chair

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Describe the practicum integrative processing model;
2. Employ student values with career options when selecting a field practicum.
3. Evaluate the relationship between the student learner and the organization.

HM 292 FIELD PRACTICUM II (3)

Students will have the opportunity to implement their knowledge and skills while working under the mentorship of a qualified social services professional and faculty member. A minimum of 135 hours of work is required, which may include observations, meetings with clients and professionals, and professional development activities. Prerequisite: HM 290.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- (1) Demonstrate effective communication skills with clients and co-workers.
- (2) Demonstrate appropriate competency needed in the effective delivery of human services.
- (3) Demonstrate professionalism and ethical conduct within the field.

RELATED TECHNICAL REQUIREMENTS: (18 CREDITS)

CJ 100 INTRODUCTION TO CRIMINAL JUSTICE (3)

This course offers an overview of the criminal justice system from its early historical development to its evolution within the United States. It also identifies the various agencies of justice-law enforcement, courts, corrections, and the juvenile justice system, their functions, expectations and interrelationships. Course Offering: As needed.

CJ 104 DYNAMICS OF SUBSTANCE ABUSE (3)

This course is designed to introduce students to the problems of substance abuse in our society. Students will examine the history of dangerous drug use, basic pharmacology and classification, the social impact of drug abuse, physical and psychological consequences of drug use and dependence, various treatment modalities, legal implications of illicit drug use, and current law enforcement efforts. Course Offering: As needed.

VC 101 INTRODUCTION TO VISUAL COMMUNICATIONS (3)

This course introduces graphic media principles and concepts. The course emphasizes the historical development and current uses and applications of the various visual and audio processes in digital media production. Course Offering: As needed.

TH 101 INTRODUCTION TO THEATRE (3)

This course is designed to provide a basic introduction to the study of theater. It explores theater as a fine art and how theater practitioners work. Course lectures include theater history and production practices. Attendance at a local theater production is required. Course Offering: As needed.

EN 194 TECHNICAL REPORT WRITING (3)

This course prepares students to write for business, industry, and professions. Students will engage in the writing and speaking process and will develop examples of technical “products” including letters, memos, formal reports, interviews, and oral presentations. Course Offering: As needed.

HL 130 FIRST AID AND SAFETY (3)

This course provides students with the basic knowledge and skills necessary in an emergency to call for assistance and provide standard first aid care, including CPR. This course also includes information on the prevention of injury and illness with a focus on personal safety. Course Offering: Fall & Spring only.

PY 100 PERSONAL ADJUSTMENT (3)

Personal Adjustment invites students to engage in self-discovery and self-improvement in a supportive environment. Students should be willing to examine various personal and interpersonal issues such as self-concept, anger and violence, depression, happiness, love and intimacy, sexuality, moral and ethical development, gender roles, diversity, stress and other problems encountered throughout life. This course encourages students to think about their lives in a deeper and more meaningful way and to choose to live a deliberate life. “The unexamined life is not worth living.”—Socrates. Course Offering: As needed.

PY 125 INTERPERSONAL RELATIONS (3)

Success in people’s lives depends on the interpersonal skills with which they manage their personal and professional relationships. Employers require that people cooperate as a team, work with diverse cultures, embrace change and communicate effectively to get the job done. Course Offering: As needed.

HS 152 CUSTOMER SERVICE (3)

This course is designed to examine, challenge and refine the principles of guest service management in various service organizations. Students will gain an understanding of “service products” and apply the tools to deliver these services and use these concepts in their own work experiences. Course Offering: As needed.

HU 120 PACIFIC CULTURES (3)

A look at the emerging nations and territories of the Pacific, comparing and contrasting their cultures, economic problems, and political statuses with emphasis on the cross-cultural problems of Micronesians living on Guam. Course Offering: As needed.

HU 220 GUAM CULTURE AND LEGENDS (3)

This course covers Guam’s cultural development and conflicts. Cultural environments both past and present are explored. Emphasis is made on the study of Chamorro culture through folklore. Students will learn the effect, cultural interchange that will enable them to answer specific questions from visitors with a more accurate and deeper explanation. Formerly HU125. Course Offering: As needed.

XI. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

The Program will be incorporated through the College’s Trac Dat Assessment System for Program Level Assessment. The Program will follow the appropriate dates of “Program and Course Cycle” published by the College Assessment Committee.

XII. ARTICULATION

A. Secondary programs

B. University of Guam

Currently, the proposed courses HM 110 Introduction to Community Services and HM 201 Social Welfare & Development: A Global View articulate with the University of Guam, Social Work Program, which is an accredited program with the Council of Social Work Education. The courses also articulate as a general education elective with the University of Guam.

C. Others

1. Attach SLO Map – Program & Course Levels.

2. Attach Dual Credit Articulated Programs of Study Agreement or DCAPS (if appropriate)