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| **School or Division** | School of Health Professions |
| **Program or Certificate** | AS, Human Servcies, Generalist Track |
| **Proposed by (faculty only)** | Terry Lynn McVannel-Erwin |
| **Presenter (faculty only)** | Dr. Marie Collins per approval by Dr. Wright on 1/26/15 |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date. | |
| **Submission date** | 1/23/2015 |
| **Current course prefix, number, and title** | HUS 2551: Multicultural Perspectives in Human Services |

**Section I, Proposed Changes**

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| **Change to course prefix and number**  Lecture/lab course combined must include “C” / lab course must include “L” | No |
| **Change to course title** | No |
| **Change of School, Division, or Department** | No |
| **Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | From: HUS 1001 & HUS 1400 both with a grade of “C” or higher  To: Remove all prerequisites |
| **Will students be taking any of the prerequisite listed for this course in different parts of the same term (ex. Term A and Term B)** | No |
| **Change to course corequisites** | N/A |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | No |
| **Change to course credits or clock hours** | No |
| **Change to contact hours (faculty load)** | No |
| **Change to grade mode** | Choose an item. |
| **Change to credit type** | Choose an item. |
| **Change to course description** (provide below) | |
| This course addresses cultural diversity and its implications for effective counseling and human service practice. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability. It explores common stereotypes and out-group prejudices and how to overcome them in counseling. Finally, it reviews counseling and teaching issues and strategies for diverse families and clients. | |

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| **Change to general topic outline** |
| 1. The Affective and Conceptual Dimensions of Multiculturalism in Human Services    1. The Personal and Professional Journey to Cultural Competence for Human Services Professionals    2. The Superordinate Nature of Multiculturalism in Human Services    3. Multicultural Competence for Diverse Human Services Professionals 2. The Political Dimensions of Human Services Practice    1. The Politics of Human Services Work: Social Justice in Human Services    2. Systemic Oppression and Human Services: Trust, Mistrust, Credibility, and Worldviews    3. Microaggressions in Human Services 3. Human Services Work with Racial/Ethnic Minority Group Populations    1. Human Services Work with African Americans    2. Human Services Work with American Indians and Alaska Natives    3. Human Services Work with Asian Americans and Pacific Islanders    4. Human Services Work with Latinos    5. Human Services Work with Individuals of Multiracial Descent    6. Human Services Work with Arab and Muslim Americans    7. Human Services Work with Jewish Americans    8. Human Services Work with Immigrants and Refugees 4. Other Multicultural Populations    1. Human Services Work with Lesbian, Gay, Bisexual and Transgender (LGBT) Individuals    2. Human Services Work with Older Adults    3. Human Services Work with Women    4. Human Services Work with Individuals Living in Poverty    5. Human Services Work with Individuals Living with Disabilities |

**Change to Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| Exhibit knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal as it relates to working effectively with diverse populations. | * Case Studies * Examinations * Volunteer Experience |  |
| Display knowledge of the scope of conditions that promote or inhibit human functioning as it relates to working effectively with diverse populations. | * In-Class Discussions * Case Studies * Examinations * Volunteer Experience * Personal Reflection Assignments | CT, GSR |
| Illustrate knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes as it relates to working effectively with diverse populations. | * Case Studies * Volunteer Experience | CT |
| Demonstrate knowledge and skills in direct service delivery and appropriate interventions as it relates to working effectively with diverse populations. | * Case Studies * Volunteer Experience |  |
| Exhibit appropriate interpersonal skills as it relates to working effectively with diverse populations. | * In-Class Discussions * Case Studies * Volunteer Experience * Personal Reflection Assignments | COM |
| Show knowledge of human services values and attitudes and promote understanding of human services ethics and their application in practice as it relates to working effectively with diverse populations. | * In-Class Discussions * Case Studies * Volunteer Experience | GSR |
| Illustrate awareness of personal values, personalities, reaction patterns, interpersonal styles, and limitations as it relates to working effectively with diverse populations. | * Case Studies * Volunteer Experience * Personal Reflection Assignments | CT |

**Section II (must complete each item below)**

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| **Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.** | No |
| **Change course to an “International or Diversity Focus” course?** | Yes, International or Diversity Focus |
| **Change course to a General Education course?** | No |
| **Change course from General Education to non-General Education?** | No |
| **Change course to a Writing Intensive course?** | No |
| **Change course from Writing Intensive to non-Writing intensive?** | No |
| **Change course to repeatable?**  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits).  \*Not the same as Multiple Attempts or Grade Forgiveness | No |

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| **Impact of Change of Course Proposal** | |
| **Will this change of course proposal impact other courses, programs, departments, or budgets?** | No |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | N/A |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
| N/A | |

**Section III, Justification for proposal**

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| **Provide justification (below) for each change on this proposed curriculum action** |
| REMOVING PREREQUISITES:  Whether students are majoring in education, criminal justice, nursing, or human services, they are serving others. In this course, students who plan to serve the general public will learn how to work effectively with diverse populations by developing an understanding of the characteristics, strengths, and challenges faced by these populations. Removing the course prerequisites will make this course more accessible to students who are not majoring in Human Services, but who plan to work in a service role after they graduate. In addition, by opening the class up to students from other majors and career interests, Human Services students will have access to our wonderfully diverse FSW population, thus providing them with the opportunity for expanded learning experiences in diversity in the classroom setting.  CHANGE TO COURSE DESCRIPTION:  This change aligns the course description with the FDOE Statewide Course Number System course description.  CHANGE TO TOPIC OUTLINE:  The previous outline was written before the course was developed. Now that the course is being taught, we are able to provide a more concise topic outline.  CHANGE TO LEARNING OUTCOMES:  The changes to the Learning Objectives align the course with the accreditation standards of the Council for Standards in Human Service Education (CSHSE) and provide evidence of compliance necessary to successfully achieve accreditation status for our program. |

**Section IV, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Terry Lynn McVannel-Erwin, Adjunct Faculty  Stacey Brown, Program Director |

**nOTE:** Changes for the Fall 2015 term must be submitted to the Dropbox by the January 3, 2015 deadline and approved no later than the February 28, 2015 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Assistant Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2015 or Summer 2015 term.

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| **Term in which approved action will take place** | Fall 2015 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator** | Stacey Chadwick Brown | 1/23/2015 |
| **Academic Dean or Assistant Vice President** | Marie Collins | 1/23/2015 |
| **Dean’s Council Representative** | Dr. Mary Myers | 2/3/2015 |

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| **Select Curriculum Committee Meeting Date** | February 27, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Assistant Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting** (no later than January 3, 2015 to be effective for the Fall 2015 term). All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.