



## Executive Summary

This major is designed to provide students with a cross-disciplinary perspective necessary for beginning a career or graduate study in the fields of Social Work or Human Services. The core curriculum of this major includes 41 course hours. These required courses cover a wide range of topics from fields of practice, skill development, and ethical issues to current social problems. *Appendix #. ATTACH CURRICULUM MAP*

The areas of student learning assessed are:

- c. Demonstrate a beginning understanding of outcomes of intervention and the use of qualitative and quantitative methods, and
- d. Demonstrate beginning skills in written language, documentation and reporting appropriate to the helping field.

#### Goal II: Citizenship

Objective: Students will demonstrate competence in discipline-based citizenship by accomplishing the following learning outcomes:

- a. Perform the duties of a human service provider with the guideline of the code of ethics of the profession and function competently in the established standards of the field, and
- b. Articulate the concepts of advocacy and development of programs/services for individuals, families and groups within the community.

#### Goal III: Life and Meaning and Value

Objective: Students will discover and develop a personal life of meaning and value as they:

- a. Continue to participate in the personal values and ethics self review, the impact of their personal choices on the client population, and
- b. Actively seek continuing education/experiences that will assist them in growth and enhancement of personal skills and knowledge related to the field of practice.

#### CURRENT SITUATION IN HUMAN SERVICE MAJOR

There are currently two full time teaching faculty in the Human Service Major. Both faculty retain positions which are full time tenured. Each faculty member teaches a full academic load of Human Service courses exclusively each semester. Historically both faculty have also taught independent study with students each semester and maintained each semester a student teaching assistant for practice classes. In the 2009-10 academic year Professor White taught five independent study class had four teaching assistants, and hired and coordinated the study table tutors for the academic year. Professor Garrison taught 15 independent study classes and had 8 teaching assistants. This allows students opportunity to add to their transcript in creative ways their commitment and motivation to the field. These additional activities have had very positive impact upon graduate school applications. Additional Human Service courses are offered during every Immersion class session and during Summer School by this core faculty. In this academic year, Professor White in G f.024 1st14(a)3(2 T55.)4( st)-4(u)4(den)7(t )4(t)6

hosted an advance practice workshop on campus in August with fifteen participants all holding advanced practice credentials. Professor White obtained work study funds through the Dean of Arts and Sciences to create staff and evaluate a Human Service tutoring program. The study tables were manned by senior human service students with high academic standing for 14 hours a week scheduled at varying times to allow any MU student wanting assistance access. A mid year survey of utilization was

study tables. Professor White provided a workshop for the Millikin student education association on child abuse/ neglect identification and reporting laws for teachers, as well

information. Group advisement happens frequently with visiting graduate schools on campus, site visits to local agencies during class time, and professional guest speakers.

#### ASSESSMENT METHOD

An ongoing filing system of course major sequence syllabi which includes assignments and identified exams will be maintained in the Behavioral Science Office. These files will be organized by academic semester and classes taught. The documents will reflect the ongoing focus in course content and that faculty has on learning goals and the measurement process for the students.

In the Capstone Internship Class a series of evaluations developed and completed by the Millikin faculty, the internship site supervisor(s) and the students themselves will provide content to support and identify the level of goal mastery at the completion of this major course of study.

Additionally a yearly self evaluation survey will be given to the students upon completion of Capstone Internship prior to graduation. Human Service faculty will maintain completed evaluation forms from \_\_\_\_\_'s permanent file in the Departmental office. A report will be generated from the cumulative data collected. This report will be presented to all Behavioral Science Faculty at a department meeting. The reporting timeline will be in the July of each year.

Assessment of course work

requirements of the major course of study and provide opportunities that are

IV. Appendices:

- + Curriculum Map for Human Service
- + Site Supervisor form for evaluation of Capstone Internship
- + Graduate Status Report Employment/Graduate School
- + Graduate Self Survey document
- + Vitas: Kay White and Mary Garrison