Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________
2. Date submitted: ______________________________________________
3. Date approved: Date revised: 3/25/2015
4. Department/discipline: Human Services

5. Department(s) endorsement(s): _________________________________
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Introduction to Human Services
   Abbreviated course title (25 characters or less):

7. Course Designator: HSER

8. Course Level: 1001

9. Number of Credits: Lecture: __ Lab: __

10. Control Number (on site): 40
    Control Number (online): 0

11. Catalog/Course description:

   This course provides a theoretical overview of beginning concepts in human services including the history and future of human services, the social welfare system, strategies of intervention, the helping role, professional ethics, diversity, values and human services.

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): None
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

   2. Printed materials of Ethical practices, Social Welfare issues, case studies,
contracted field interviews.

14. **Course Content** (Provide an outline of major topics covered in course)

   1. Scope of Human Services Field
   2. Human Service Interventions
   4. The Helping Relationship
   5. Theory and Practice
   6. Professional Ethics
   7. Human Services with American Indian & other diverse populations

15. **Learning Goals, Outcomes, and Assessment**
    At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

    A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

    B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

    C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

    D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

    *Course learning outcomes will fulfill the identified competencies:*

    **Course Learning Outcomes:**

    Upon completion of this course, students will be able to:

    1. Demonstrate knowledge of relevant human service theories. (A, B)
    2. Demonstrate knowledge of social welfare systems both historically and contemporary systems at a tribal, state, and federal level. (A, C)
    3. Demonstrate knowledge of specific intervention models in the human services field. (B, C)
    4. Demonstrate knowledge of the professional helping roles in varies settings in the delivery of human services. (A, B, C, D)
    5. Demonstrate knowledge of the values and ethics in the Human Services field. (B, C)
6. Demonstrate beginning level cultural competency skills in serving diverse groups in human services. (B, C, D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): N/A

Goal and Outcomes:
- Goal: N/A
- Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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