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UAccess New Academic Program Workflow Form

New Academic Program- Graduate Major Additional Information Form

THE UNIVERSITY OF ARIZONA®

New Academic Program Workflow Form

General

Proposed Name: Human Services

Transaction Nbr: 00000000000037

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Applied Science

Do you want to offer a minor? Y

Anticipated 1st Admission Term: Sum 2020

Details

Department(s):

UAZS

DEPTMNT ID	DEPARTMENT NAME	HOST
2910	College of Applied Science and Technology	Y

Campus(es):

DIST

LOCATION	DESCRIPTION
CHANDLER	Chandler
YUMA	Yuma

ONLN

LOCATION	DESCRIPTION
ONLN	UA Online

SOUTH

LOCATION	DESCRIPTION
DOUGLAS	Douglas
NOGALES	Nogales
PIMACCEAST	Pima Community College East

LOCATION	DESCRIPTION
SIERRAVSTA	Sierra Vista

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: N   Transfer: Y Readmit: Y   Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 44.0000, Human Services, General.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y   Human Services

Transcript: Y   Bachelor of Applied Science in Human Services

Conditions for Admission/Declaration for this Major:

Students must: submit a program application; have a 2.5 or higher transfer GPA and submit a goal statement and resume.

Requirements for Accreditation:

Accreditation is being sought with the Council for Standards in Human Service Education (CSHSE). Programs must address the specifications for each standard pertaining to a bachelor's degree level. All standards must be met. Programs must follow the guidelines stated in the current Member Handbook of the year of application. A program seeking initial accreditation will have two years from the date of application to submit the self-study and schedule a site visit. A self-study is required every 5 years.
A site visit (two site visitors) is required every 10 years beginning with the initial accreditation. The Vice President of Accreditation is to be notified when the self-study is complete and ready for readers. The Vice President of Accreditation will assign readers and the program will submit an electronic copy of the self-study to each of the assigned 4 readers, the Board Member-at-Large representative, and the VP of Accreditation.
For initial and ten year review accreditation, a site visit will be scheduled when the Lead Reader determines that there is adequate evidence of standard compliance. The program will be invoiced the fees for site visitors and a site visit

will be scheduled.
The Lead Reader/Site Visitor will present findings to the Board. The CSHSE Board reviews the findings and determines accreditation status.

Program Comparisons

University Appropriateness

The Bachelor of Applied Science in Human Services (BAS-HS) fulfills several aspects of the University of Arizona¿s strategic plan as itemized below.

Pillar 1: Wildcat Journey
1.1B1: Arizona Community College partnerships for transfer enrollment growth
As a transfer degree, the BAS-HS currently works directly with Arizona Community College partners and has established pathways for students to seamlessly enter into the BAS-HS. New partners and additional degree pathways are being explored, to provide transfer students who have earned an Applied Associates Degree with the opportunity to complete a bachelor's degree with all the content area knowledge and skills necessary to be immediately employable in a human services position, and/or prepare for graduate school entry, with knowledge and skills related to analytical and critical thinking, clear and effective communication, and applied human services skills.

Pillar 3: The Arizona Advantage
3.1A: Strengthen the impact and visibility of UA's commitment to equity and support of diverse communities
3.1B: Institutionalize commitment to Hispanic advancement
3.3C1: Cross-Border Collaboration and Partnerships
Many of the students who enroll in the BS-HS program are working professionals; often in the same career field that matches the content area of the major in which they are enrolled. As such, the proposed BAS-HS offers degree opportunities beyond the geographical boundaries of the University of Arizona main campus through Distance Campus locations and Arizona Online, and does so through innovative learning modalities in face-to-face, hybrid, interactive television (ITV), and fully online formats. The accessibility and flexibility of the program allows nontraditional students who work full-time and/or have family or other commitments to complete a degree that meets their needs, a central tenet of the College of Applied Science and Technology (CAST) mission. As a fully accredited Hispanic Serving Institute CAST is committed to higher education advancement of Hispanic students, particularly in rural Arizona, where BAS-HS students are dedicated in serving their communities of residence on graduation. The close proximity of CAST campus locations to the US-Mexico border means it is essential that students invested in understanding border communities, and that wish to work with and for these communities, understand deeply the contextual, theoretical and methodological perspectives to reach beyond existing frames of understanding. Cross-contextual community interactions foster this process and allow informed action for social change. Plans of cross-border initiatives must

now be realized.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Social Work	BS	186	ASU (Downtown and West Campus)	Y
2	Bachelor of Social Work	BS	113	NAU (Flagstaff, Online)	Y

Peer Comparison

While both peer institutions primarily offer 4-year degree pathways, they are also similar to the BAS in Human Services (BAS-HS; a transfer degree offering only upper division coursework) as both peers offer pathways for transfer students, leading to immediate employment in diverse fields of human services, and/or graduate degree applications. Both Human Services programs at New York City College of Technology (CUNY-CT) and California State University, Fullerton (CSU-F) are accredited with the Council for Standards in Human Services Education, a process currently being initiated with the BAS-HS. Conversations with faculty at CSU-F indicate this accreditation designation has proved beneficial in terms of marketing the degree as aligned to national standards, which in turn encourages student enrollment. As the BAS-HS program is part of the College of Applied Science and Technology, it is noteworthy that one peer program (CUNY-CT) is housed within the College of Technology. While the mission statements of all 3 programs are similar in that each aims to engage students within their communities and produce work-place ready human services professionals and/or competitive applicants for graduate school, there is a major difference in that the BAS-HS is the only applied degree. Here we aim to extend beyond community engagement activities and assist these students in solidifying their commitment to understanding the capacities and assets of their communities and recognizing where their power lies in becoming agents of change. The BAS-HS also differs in requiring students to demonstrate proficiency in a second language. The language requirement is useful in itself, but also further demonstrates a commitment to the importance of diversity and inclusive practices.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
13902474	Sheena Brown	2910	Assit. Prof	Doctor of Philosophy	1.00
22069174	Lillian Wallace	2910	Adj. Instor.	Doctor of Philosophy	.25
22065108	Margaret Allen	2910	Adj. Instor.	Doctor of	.25

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
				Philosophy	
23159046	Dawn Whinnery	2910	Adj. Instor.	Master Prof Studies	.38
22067933	Tori Bourguignon	2910	Adj. Instor.	Master Prof Studies	.50
00626177	Robin Thomas	2910	Adj. Instor.	Dr of Public Health	.50
22085085	Caroline Monica	2910	Adj. Instor.	Master Prof Studies	.25
22063743	Lorena Fulton	2910	Adj. Instor.	Doctor of Philosophy	.38
13305626	Kelly Nichols	2910	Adj. Instor.	Master Prof Studies	.38

Additional Faculty:

It is anticipated that one additional full time doctoral level faculty will be required from year 2. Continued program growth, particularly in Maricopa County will necessitate a faculty hire in Maricopa to support and teach these students, and other distance locations. Currently distance teaching is primarily online with some sections taught via ITV to provide a presence at distance locations. This schedule is neither manageable nor sustainable for a single faculty. Having an in situ faculty member in Maricopa is considered an essential component of program growth and development.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
UAZS	62	0	3.89

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
2910-HUM SC	71	82	94	0	0	0	3.89	4.88	4.88

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

existing facilities are adequate

Additional Facilities Required & Anticipated:

N/A

Other Support

Other Support Currently Available:

The BAS in Human Services is currently supported by the UA South Student Services office, which provides advising to students, as well as by general university support staff in scheduling, instructional design, enrollment services, etc.

Other Support Needed over the Next Three Years:

The need for additional support is not anticipated.

Comments During Approval Process

10/11/2019 8:53 AM
SWIELAND

Comments
Will need to change references to UA South to branch campus and College of Applied Science & Technology as needed.

10/11/2019 8:53 AM
SWIELAND

Comments
Approved.

10/11/2019 2:06 PM
LDENNO

Comments
Approved.

10/14/2019 8:35 AM
HAUFF

Comments
Approved.

NEW ACADEMIC PROGRAM-UNDERGRADUATE MAJOR
ADDITIONAL INFORMATION FORM

I.   **PURPOSE AND NATURE OF THE MAJOR**–provide a description for the proposed program. Include the purpose, nature, and highlights. The description will be displayed on the advisement report and should match departmental and college websites, handouts, promotional materials, etc.

The Bachelor of Applied Science in Human Services is designed to provide a clearly delineated transfer pathway for students with an Associate's of Applied Science (AAS) degree in a related content area. The mission of the Human Services program is to better understand, respond to, and support the social, psychological, educational, and physical demands of individuals and families in rural communities, and in contemporary global society. Our program aims to educate developing human service professionals who will strengthen human systems; enhance health, education and social services; improve service delivery systems; and encourage effective public policies.

The primary purpose of the human services professional is to assist individuals and communities to function as effectively as possible in the major domains of living. Well-developed communication and interpersonal skills, a strong sense of personal identity combined with a practical understanding of inclusion and diversity practices, are critical for professional success in this field. In the human services program students develop skills to understand the nature of human systems (individual, group, organization, community and society), stages of human development, and how the social determinants of health influence health and wellbeing at multiple levels throughout the life course. The Bachelor of Applied Science in Human Services prepares professional leaders, and practitioners who design, implement, and evaluate practices, programs, and policies that enhance the development of all children, adults and families; engages students in activities that build, strengthen, and improve supports and services for all people; sensitizes and prepares students for the rapid globalization of our world through increasing awareness and sensitivity and by providing tools for graduates to effectively interact with an increasingly diverse American population as well as the cultures and diversity of other nations; leads in developing educational approaches and programs that stress new and emerging models of teaching, learning and service which serve as examples to others; incorporates real-world contemporary problems and issues for

children, adults and families in teaching, learning, research and service and translates research into practice. The Bachelor of Applied Science in Human Services is attractive to students who currently have no comparable option, and is also ideal for students already working in the field, but who desire to advance in their field and/or management positions, and/or those students that intend to continue onto graduate studies in Human Services, Social Work, Counseling, Public Health, Family Studies, and Human Rights Practice. The Human Services program is a popular minor option with 85 declared minors in fall 2018, representing a 50% increase since fall 2014.

II. **MAJOR REQUIREMENTS**– complete the table below to list the major requirements, including minimum number of credit hours, required core, electives, and any special requirements, including sub-plans, theses, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, department checklists, curricular/assessment map, etc.). Delete the <mark>EXAMPLE</mark> column before submitting/uploading. Complete table found in Appendix A if requesting a corresponding minor.

Total units required to complete degree	120
Upper-division units required to complete degree	60 (or 45 if AAS is completed from an Arizona community college or CCAF)
Foundation courses	
Second language	2nd Semester Proficiency
Math	General Strand (BASV 314)—Mathematics for Applied Sciences
General education requirements	TIER II GENERAL EDUCATION (21 Upper Division Units) ▪ Can be replaced with customized coursework if AGEC complete. ▪ Natural Sciences (3 Units) Can be taken at CC in 75/45 option ▪ Arts and Humanities (6 Units) ▪ Can be taken at CC in 75/45 option ▪ Individuals and Societies (12 Units) 9 units can be taken at CC in 75/45 option
Pre-major? (Yes/No. If yes, provide requirements). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	The BAS in Human Services is a transfer degree offering only upper division coursework. Preferred pathway: Associate of Applied Science degree in a related field from a regionally accredited institution. Students must: submit a program application; have a 2.5 or higher transfer GPA and submit a goal statement and resume.
Major requirements	
Minimum # of units required in major (units counting towards major units and major GPA)	42

Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	42
Minimum # of residency units to be completed in the major	30
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include subject code, units, and title. **Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.**	
Major requirements (list all required major coursework including major core, major electives, sub-plan core, and sub-plan electives; courses count towards major units and major GPA) Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	**HUMAN SERVICES CORE** (30 UNITS) HUSV 301: Introduction to Human Services (3 Units) HUSV 310: Identity, Positionality and Cultural Humility (3 Units) FSHV 408: Program Planning and Evaluation (3 Units) HUSV 493: Internship in Human Services (3 Units) HUSV 498: Senior Capstone (3 Units) AEDV 310: Transitional Resiliency (3 units) ENGV 306: Advanced Composition (3 units) BASV 314: Mathematics for Applied Sciences (3 units) HUSV 326: Research Methods in Social Sciences (3 units) FSHV 384: Leadership, Ethics, and Professional Practices (3 units) **HUMAN SERVICES ELECTIVES** (12 UNITS) *Select 4 courses from the following:* HUSV 347: Interpersonal Relationships in Human Services (3 Units) HUSV 357: Managing Death and Loss in Human Services (3 Units) HUSV 367: Spirituality in Human Services (3 Units) HUSV 371: Parent, Family, Community (3 Units) HUSV 375: The Impact of Early Adversity on Child Development (3 Units) HUSV 393: Internship HUSV 403: Integrative Health and Human Services Advocacy (3 Units)

	HUSV 404: Health and Wellness in Human Services (3 Units)
	HUSV 405: Introduction to Advocacy (3 Units)
	HUSV 407: Cultural and Person-Centered Approach to Human Services (3 Units)
	HUSV 410: Introduction to Group Procedures and Theory (3 Units)
	HUSV 420: Introduction to Crisis Intervention (3 Units)
	HUSV 425: Introduction to Coordination of Care in Behavioral Health (3 Units)
	HUSV 430: Substance Abuse Theory and Counseling (3 Units)
	HUSV 440: Introduction to Psychopathology (3 Units)
	HUSV 450: Human Services: Multicultural Perspective (3 Units)
	HUSV 491: Preceptorship in Human Services
	HUSV 493: Internship in Human Services (3 units)
	HUSV 499: Independent Study
	FSHV 401: Basic Skills in Counseling (3 Units)
	FSHV 405 Theories of Counseling (3 Units)
	FSHV 413: Issues in Aging (3 Units)
	FSHV 323: Infancy/Child Development (3 Units)
	FSHV 337: Dynamics of Family Relations (3 Units)
	FSHV 377: Adolescence (3 Units)
	FSHV 447A: Sociocultural Context of Development (3 Units)
	FSHV 447C: Biosocial Development (3 Units)
Internship, practicum, applied course requirements (Yes/No. If yes, provide description)	Yes. Complete 3 units HUSV 493 Internship in Human Services. Students complete internship at a human services organization
Senior thesis or senior project required (Yes/No. If yes, provide description)	Yes. Complete 3 units. HUSV 498 Senior Capstone. Students complete a field project and a professional development e-portfolio
Additional requirements (provide description)	
Minor (specify if optional or required)	Optional
Any double-dipping restrictions? (Yes/No. If yes, provide description)	No

III. **CURRENT COURSES**–using the table below, list existing courses included in the proposed major. If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head's permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the "Letter(s) of Support" field on the UAccess workflow. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
HUSV 301	3	Introduction to Human Services	An overview of human services. Examination of the history and current directions of human services, service delivery models, professional issues, systems and ecological perspectives, and the helping process.		Online, hybrid,	F, Sp, Su	
HUSV 310	3	Identity, Positionality and Cultural Humility	This course explores the dynamic relationship between personal and professional identity, and the impact this relationship has when working with individuals and communities from cultures other than our own.		Online, hybrid, ITV	F, Sp, Su	
FSHV 408	3	Program Planning and Evaluation	Basis for and process involved in developing and/or evaluation of individual and family focused programs for schools and communities.	HUSV 326 or FSHD 117	Online	F, Sp	Y
HUSV 493	3 - 6	Internship in Human Services	Specialized field experience in a human services setting.	Admission to the Human Services program, completion of the pre-requisites: HUSV301, HUSV	Online, IP	F, SP	

				326, FSHV 408; and consent of the Human Services program director			
HUSV 498	3	Senior Capstone	For students pursuing majors which require a synthesizing project or paper. A culminating experience for students involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. Senior standing required.	Senior standing, final semester	Online	F, SP	
BASV 314	3	Mathematics for Applied Sciences	This course will examine applications of probability, statistics, data analysis, hypothesis testing, apportionment and scheduling to the applied sciences.		In-person, Online	F, Sp, Su	
ENGV 306	3	Advanced Composition	Study of genre and rhetorical situation; advanced practice in expository writing.	ENGL 102	In-person, Online	F	
AEDV 310	3	Transitional Resiliency	This course blends current research on resiliency, learning, and leadership in an integrative manner to foster individual leadership. Focus is on the: physical, psychological, and social systems of resiliency; psychological principles applied to learning and instructional design; and analysis of readings addressing practical and theoretical leadership principles.		Online, hybrid, ITV, in-person	F, SP	Y
HUSV 326	3	Research Methods in Social Sciences	This course will provide opportunity for students to establish or advance their understanding of research through critical exploration of		Online, hybrid, ITV	Sp	

			research language, ethics, and methodological approaches. This course is a requirement for all Human Service students. The content of this course has been designed to prepare students to successfully complete the Senior Capstone (HUSV498).				
FSHV 384	3	Leadership, Ethics, and Professional Practices	Theories and applications of leadership and communication applied to professional decision-making, planning and control in the workplace. Examination of personal and professional qualities essential for successful internship and career planning. Roles, responsibilities, and ethical standards for professionals will be examined.		Online, ITV	F, Su	Y
HUSV 347	3	Interpersonal Relationships in Human Services	Scientific approach to interpersonal communication, focusing on issues that are central to understanding close relationships between romantic partners, friends, and family. Critical analysis of current theory in the field in order to compare and contrast these theories. Application of this theoretical information to the human services field.		Online, IP	F	
HUSV 357	3	Managing Death and Loss in Human Services	Course includes basic concepts in a psychology of death and loss, adjustment to death and loss, and the underlying phenomenal, humanistic and current social considerations. Topics to be analyzed include: cultural denial of death, fears of death, stages of dying, types of death, and signs of impending death. Emphasis is placed on communicating with and working		Online, IP	F	

			with the dying. Stages of grieving, chronic grief, the disruptive changes in the family system, and strategies for grieving effectively. Current theories of death and loss will be analyzed and applied to human service situations.				
HUSV 367	3	Spirituality in Human Services	This course is an overview of the role of spirituality for human services professionals and assists in understanding contexts of personal spiritual beliefs and how to integrate these personal values with human services professional values. The differences between spirituality and religion will be discussed, and the role of diverse definitions of spirituality as an asset for mental well-being and quality of life will be explored for various community groups.		Online	F	
HUSV 371	3	Parent, Family, and Community	The modern family and its relationships with emphasis on young children and their ecosystems, interprofessional collaboration for early intervention.		Online	F	
HUSV 375	3	The Impact of Early Adversity on Child Development	In utero exposure of the fetus to a stressor can lead to disease in later life. Epigenetic mechanisms are likely mediators of later-life expression of early-life events. In this course we examine the current state of understanding of later-life diseases resulting from early-life exposures in order to 1. Identify in utero and postnatal indicators of later-life diseases, and 2. Consider the risk assessment implications of this emerging knowledge.		Online, in-person	F	

HUSV 393	1-2	Internship	Specialized field experience in a human services setting.		Online, in-person	Sp, F	
HUSV 403	3	Integrative Health and Human Services Advocacy	This course explores patient navigation and application of integrative health self-care in order to improve human services advocacy. To successfully work within the community, it is important to understand the mechanisms and drivers behind current health trends.		Online	F	
HUSV 404	3	Health and Wellness in Human Services	Life expectancy and causes of death have traditionally been used as key indicators of population health. While these indicators provide critical information about the health status of populations, they do not offer any information about the quality of the physical, mental, and social domains of life. In this course we will explore multi-dimensional domains of health and wellbeing, at the personal, community, and institutional levels.		Online	F	
HUSV 405	3	Introduction to Advocacy	Patient advocates provide services to patients and those supporting them, in navigating the complex healthcare continuum. Advocates work to ensure patients have a voice in their care, and access to the necessary information to promote informed decision making. In this course we will explore multi-dimensional domains of advocacy, at the personal, community, and institutional levels.		Online	Sp	
HUSV 407	3	Cultural and Person-Centered Approach to Human Services	This course explores a cultural and person-centered approach to Human Services through the provision of the Community Health Worker (CHW) Model across multi-cultures;		Online	Fa	

			significance and efficacy of culturally and linguistically appropriate services in human services practice settings; core roles and competencies of the CHW model; Models of Care; limitations of and current initiatives in the advancement of the CHW as a formal human service profession; Cultural Humility; CHW multidisciplinary integrated human service approach with marginalized populations in underserved communities.				
HUSV 410	3	Introduction to Group Procedures and Theory	Examination of theories, practices, and issues relevant in groups. Emphasis on the following group topics: communication, membership, group norms and deviancy, leadership, systems view, developmental stages, self-help, and peer counseling groups.		Online, IP	F	
HUSV 420	3	Introduction to Crisis Intervention	Introduction to the crisis intervention process for para-professionals. Topics include assessments, intervention, and referral. Examination of: settings for crisis intervention, crisis intervention theories, types of crisis issues and clients.		Online, IP	Sp	
HUSV 425	3	Introduction to Coordination of Care in Behavioral Health	This course provides an introduction to the dynamic and fast-paced area of case management. Understanding the roles, responsibilities, and the planning required in successfully managing client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information		Online	Sp	

			and progressing to implementing and monitoring client action plans.				
HUSV 430	3	Substance Abuse Theory and Counseling	Examination of issues surrounding substance abuse. Course topics include: impact of use on the individual, families and society, models of addiction, drug classification, assessment methods, intervention models, support groups, confidentiality, and ethics.	HUSV 301	Online	Sp	
HUSV 440	3	Introduction to Psychopathology	An overview of mental disorders, etiology, prevalence, diagnostic criteria. The impact of disorders on those diagnosed and their families. An introductory course for those planning to work in paraprofessional settings.	HUSV 301	Online	Sp	
HUSV 450	3	Human Services: Multicultural Perspectives	Multicultural theory and principles within human service settings, including in development and multicultural paraprofessional counseling.		Online, IP	Sp	
HUSV 491	3	Preceptorship in Human Services	Specialized work on an individual basis, consisting of instruction and practice in actual service in a department, program, or discipline. Teaching formats may include seminars, in-depth studies, laboratory work and organizational study.		Online, IP	F, Sp	
HUSV 499	3	Independent Study	Qualified students working on an individual basis with professors who have agreed to supervise such work.		Online, IP	F, Sp	
FSHV 323	3	Infancy/Child Development	Growth, development, and socialization of the child within the family setting, from conception to the middle school years; observations of infants and preschoolers.	FSHD 117	Online	F	Y

FSHV 337	3	Dynamics of Family Relations	The modern family and its relationships with emphasis on marriage and interpersonal relationships.	FSHD 117	Online, ITV	Sp	Y
FSHV 377	3	Adolescence	Growth, development and socialization of the child from the middle school years through adolescence.	FSHD 117 & PSYC 101	Online	F	Y
FSHV 401	3	Basic Skills in Counseling	Selected counseling skills and their applications. Designed for students needing basic skills in counseling as an adjunct to other primary occupational functions.		Online	F, Sp, Su	Y
FSHV 405	3	Theories of Counseling	Techniques for the study of human behavior; implications for improving adult-child relationships, applying various theories of counseling.		Online	F, Sp	Y
FSHV 413	3	Issues in Aging	This course covers a wide range of issues associated with aging, including physical/health changes, social/familial contexts, retirement/economic circumstances as well as the socio-historical and gender-ethnicity factors that affect the experience of aging.		Online	Fa	Y
FSHV 447A	3	Sociocultural Context of Development	In-depth examination of human development from a sociocultural perspective; focus on socialization processes in childhood and adolescence and the role of the social and cultural context in those processes.	FSHD323	Online	Sp	Y
FSHV 447C	3	Biosocial Development	This course addresses topics in human development (e.g., family relationships, sexual development, competitive behavior, sex differences, the adolescent brain) from	FSHD323	Online	Sp	Y

			evolutionary and biosocial perspectives.				

IV. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created to initiate the major. If specific course number is undetermined, please provide level, (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options. N/A

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested prefix, if any. :

V. **FOUR-YEAR PLAN –** provide a sample four-year degree plan that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. Refer to [Degree Search](#) for examples. Use generic title/placeholder for requirements with more than one course option (e.g. Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.

The Human Services program, per ABOR policy, accepts AAS degrees for the first two-years (four semesters) of coursework. Students admitted into the Human Services program enter as students with junior standing.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**
ENGL 101	3	ENGL 102	3	Tier II Individuals & Societies	3	Additional Transfer Coursework from Associates Degree	15
Associates Required Math Course	3	2nd Semester Second Language	4	Additional Transfer Coursework from Associates Degree	12		
Additional Transfer Coursework from Associates Degree	9	Additional Transfer Coursework from Associates Degree	8				
Total	15	**Total**	15	**Total**	15	**Total**	15

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**
ENGV 306: Advanced Composition	3	HUSV 310: Identity, Positionality and Cultural Humility	3	FSHV 408: Program Planning & Evaluation	3	HUSV 498: Senior Capstone	3

AEDV 310: Transitional Resiliency	3	HUSV 326: Research Methods in Social Sciences	3	FSHV 384: Leadership, Ethics, and Professional Practices	3	HUSV 493: Internship	3
HUSV 301: Introduction to Human Services	3	HUSV Elective	3	HUSV Elective	3	HUSV Elective	3
BASV 314: Mathematics for Applied Sciences	3	HUSV Elective	3	Tier II Natural Sciences	3	Tier II Arts/Humanities	3
Tier II Arts/Humanities	3	Tier II Individuals & Societies	3	Tier II Individuals & Societies	3	Tier II Individuals & Societies	3
Total	15	**Total**	15	**Total**	15	**Total**	15

VI. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with Office of Instruction and Assessment to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix C for sample Curriculum Map).

Outcome				
Outcome 1 Knowledge Base in Human Services	Outcome 2 Critical Thinking	Outcome 3 Ethical & Social Responsibility	Outcome 4 Communication	Outcome 5 Professional Development
Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, principles of application, as well as current and historical trends related to human services. 1 Demonstrate knowledge of human systems, group dynamics, organizational structure of communities and how these interactions affect human problems. 2 Evaluate how policy and social conditions affect human systems. 3 Apply concepts, theories, and principles that promote healthy functioning in medical, social, psychological/ behavioral and educational models.	Students will demonstrate problem solving skills, critical thinking, and effective research methods in human services setting. 1 Demonstrate knowledge in identifying interventions that promote goal attainment. 2 Develop, implement, and evaluate intervention programs and services. 3 Analyze programs and interventions to match client's needs, values, lifestyle, and goals.	Students will develop skills to ensure responsible and professional behaviors that optimize well-being, and support acquisition of service needs of a diverse population. 1 Apply ethical and professional standards in all human services settings. 2 Enhance interpersonal skills to achieve interactional effectiveness, and responsive client engagement. 3 Adopt values that build community at local, national, and global levels. 4 Demonstrated ability to engage and respond respectfully and effectively to people of all cultures, in a manner that affirms the worth and preserves the dignity of individuals, families and communities.	Students will demonstrate mastery in written and oral communication, and effective interpersonal communication skills with colleagues, stakeholders and clients. 1 Demonstrate professional report writing, program evaluation, and/or case documentation. 2 Demonstrate professional oral presentation skills, for colleagues, stakeholders and clients. 3 Communicate and interact respectfully with colleagues, stakeholders and clients of diverse cultures, backgrounds, and belief systems	Students will demonstrate mastery of professional skills including content knowledge, self-reflection skills, project-management skills, and teamwork skills in professional settings. 1 Demonstrate mastery of Human Services content in professional settings, and in achieving career goals. 2 Exhibit self-efficacy, self-regulation, self-reflection. 3 Execute project-management skills. 4 Enhance and support teamwork. 5 Develop a professional plan for life after graduation.

Curriculum Map:

Courses and Learning Activities	Outcome 1 Knowledge Base in Human Services	Outcome 2 Critical Thinking	Outcome 3 Ethical & Social Responsibility	Outcome 4 Communication	Outcome 5 Professional Development
HUSV 301 Introduction to Human Services	I	I	I	I	I
HUSV 310 Identity & Cultural Humility	P	P	A	P	P
HUSV 326 Research Methods in Social Sciences	P	A	P	A	P
FSHV 384 Leadership, Ethics & Professional Development	P	P	A	P	A
FSHV 408 Program Planning & Evaluation	P	A	P	P	P
AEDV 310 Transitional Resiliency		A	I	I	I
HUSV 493 Internship	P	P	A	A	A
HUSV 498 Senior Capstone	A	A	A	A	A

Legend: I Introduced   P Practiced   A Assessed   I/P Introduced/Practices   P/A Practiced/Assessed

VII. ASSESSMENT PLAN FOR STUDENT LEARNING- using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete <mark>EXAMPLE</mark> row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
Outcome 1 **Knowledge Base in Human Services** Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, principles of application, as well as current and historical trends related to human services.	▪ Course-embedded assessments ▪ Exit Survey ▪ Pre-post student reflection essay/project	Capstone e-Portfolio, capstone project	End of the course HUSV 498
Outcome 2 **Critical Thinking** Students will demonstrate problem solving skills, critical thinking, and effective research methods in human services setting.	▪ Course-embedded assessments ▪ Exit Survey ▪ Pre-post student reflection essay/project	Capstone project Course papers and projects	End of each course HUSV 498 HUSV 326 FSHV 408 AEDV 310
Outcome 3 **Ethical & Social Responsibility** Students will develop skills to ensure responsible and professional behaviors that optimize well-being, and support acquisition of service needs of a diverse population.	▪ Course-embedded assessments ▪ Exit Survey ▪ Pre-post student reflection essay/project	Senior Capstone Course papers Practical field experience	End of each course HUSV 498 HUSV 310 FSHV 384 HUSV 493
Outcome 4 **Communication** Students will demonstrate mastery in written and oral communication, and effective interpersonal communication	▪ Course-embedded assessments ▪ Exit Survey ▪ Pre-post student reflection essay/project	Senior Capstone Course papers Practical field experience	End of each course HUSV 498 HUSV 326 HUSV 493

skills with colleagues, stakeholders and clients.			
Outcome 5 **Professional Development** Students will demonstrate mastery of professional skills including content knowledge, self-reflection skills, project-management skills, and teamwork skills in professional settings	▪ Course-embedded assessments ▪ Exit Survey ▪ Pre-post student reflection essay/project	Senior Capstone e-Portfolio Course activities & papers Practical field experience	End of each course HUSV 498 FSHV 384 HUSV 493

VIII. PROGRAM ASSESSMENT PLAN- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete <mark>EXAMPLE</mark> rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' responses	Every 5 years
Qualtrics Survey (upon entering and again upon exiting the program)	Students' responses	Entrance to the program and at graduation

The academic program review process is broken down as follows:

1. Program Director to review and compare the entry and exit surveys (annually) for individual students, and assess the portfolio completed by graduating students. These components are designed to assess student learning and alignment with the program level learning objectives and assess student opinions on the degree programs success in preparedness for the workplace and/or graduate school. Adjustments to the curriculum will be made as necessary.

2. Ongoing interaction with key human service organizations to ensure the curriculum is current and meeting the diverse employment needs of communities being served.

3. The advisory committee (see below) will meet annually with human services faculty, to ensure the curriculum is adjusted as needed in order that the knowledge, skills, and abilities required by employers are being met.

4. The 5-year program review will incorporate self-study, ensure that program direction is meeting organizational needs, and evaluate program quality outcomes. An advisory committee comprising the Program director, senior program faculty, and leaders from human service organizations has been established. Included in the tasks of this committee is to conduct program reviews every 5 years, to coincide with re-accreditation requirements with CSHSE. A full program review has been initiated as part of the accreditation application process, to ensure the curriculum is currently meeting all necessary CSHSE standards.

IX. **NEED FOR THE MAJOR**-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program during the next three years.

Since 2003 the College of Applied Science and Technology (CAST; formerly University of Arizona South) has offered a Bachelor of Applied Science degree, with a number of subplans in a variety of different content areas added over the intervening years. The BAS is a baccalaureate-level degree that was designed to provide a bridge between the liberal arts educational experience and the applied sciences educational experience. It is designed for an individual who has completed an AAS with at least 60 hours of college-level courses, with 30-50 hours in an area of study related to the specific BAS subplan. The BAS is the largest and fastest-growing area of enrollment at CAST and provides opportunity for students to complete a bachelor's degree while obtaining the knowledge and skills necessary to be workplace ready in a professional field. The BAS Human Services subplan was submitted with the original BAS degree plan in 2003, designed to assist the community and improve the quality of life, serving vulnerable populations.

The BAS is structured with a set of core courses designed to meet certain requirements identified by employers as essential knowledge and skills for success in the workplace. These core requirements are technical writing, critical thinking, research and analysis, applied mathematics, professional ethics, and a capstone experience synthesizing and applying knowledge learned in the content area. Although these core requirements have not changed since the BAS was first implemented, the addition of new subplans in diverse content areas has resulted in different courses being proposed to meet these requirements. While the intent behind requiring specific courses to meet the BAS core requirements was to provide better alignment of the core requirements to the content of the subplans, the end result has been to cause the BAS degree to be out of compliance with ABOR policy requiring a certain percentage of identical courses within a single major. Accordingly, what are currently subplans within the single BAS degree program are being reorganized into BAS degree programs aligned into appropriate content majors. The BAS subplan of Human Services, which currently has approximately 62 majors (and 85 declared minors), is being reorganized into a BAS in Human Services.

The goals of the BAS Human Services program are in direct support of the UArizona Land Grant Mission in continuing to provide accessible educational opportunities to students located throughout Arizona. In its current form, the BAS Human Services subplan has been in existence since 2003, working closely with community members and organizations, including key border communities in Cochise and Santa Cruz Counties. Community collaborations ensure program graduates are familiar with specific issues, services, localities, and populations and, are equipped with the necessary skills to be workplace ready, including well-developed communication and interpersonal skills, a strong sense of personal identity and a practical understanding of inclusion and diversity practices, in combination with understanding the nature of human systems, stages of human development, and how the social determinants of health influence health and wellbeing at multiple levels throughout the life course. It is vital for the health of the state, and particularly rural communities, that appropriately qualified human services graduates are available to support the provision of human and social

services to individuals and communities. A report generated from Program Insight, Burning Glass Technologies for careers mapped to the program's CIP code (44.0000, Human Services, General) reports the projected employment growth for human service occupations within Arizona (2019 - 2028) at 35.4%, compared to 16.8% nationwide, and that the skill focus within the BAS Human Services is in alignment with reported key competencies.

While Education and Health Services are identified as one of four highest job growths in Arizona, only 53% of Arizonans are entering two- or four-year colleges after high school graduation, setting the scene for a deficit of qualified employees in these fields. However, with the commitment of the Arizona legislature to invest in rural community colleges (outside of Pima and Maricopa counties), the BAS Human Services program is well placed to strengthen and enhance existing AAS transfer pathways from rural community college partners. In conjunction, enrollment in complementary AAS programs within Maricopa County is significant. For example there are currently 470 students enrolled in the AAS Behavioral Sciences program at Glendale Community College, a program with an established transfer pathway to the BAS Human Services, with further opportunities for growth with Paradise Valley Community College, Rio Salado College, Phoenix College, and Scottsdale Community College. Social sciences programs at Pima Community College, and occupational degree programs at Central Arizona College and Arizona Western College (Yuma) are current transfer partners, with students eligible for a 2+2 articulation with this BAS degree.

CAST strives to serve students for whom a traditional UArizona experience is not possible, and create recruitment plans uniquely by location based on local industry and economic growth. Faculty and staff are deeply embedded within the communities they serve, with the student body focused on staying in their communities in order to maintain employment & family lives, while pursuing their bachelor's degree. Human Services students are often attracted to this degree path because of their own life experiences and having reached a place in their lives where they are now ready to serve and empower others in need within their own communities. Investing in students located in rural communities is an investment in the wellbeing of these communities.

Employment opportunities for graduates of the program during the next three years are favorable. According to the Bureau of Labor Statistics, Employment of social and human service assistants nationally is projected to grow 16 percent from 2016 to 2026, employment of social and community service managers is projected to grow 18 percent from 2016 to 2026, and employment of health educators and community health workers are projected to grow 16 percent from 2016 to 2026, growth of all job opportunities are predicted to be faster than the average for all occupations. Within Arizona the predicted employment growth is even higher, at 35.4% (2019 - 2028). A growing elderly population, rising demand for social services, efforts to improve health outcomes, and efforts to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services are expected to drive demand for these workers.

Accreditation with the Council for Standards in Human Service Education (CSHSE) will demonstrate a) the quality of the program through alignment with nationally recognized standards, and b) the commitment in providing students with exposure to and

engagement with a professional organization (National Organization of Human Services). Accreditation protects the interests of students, the academic institutions, and potential employers, by ensuring that the educational programs offered have attained a level that meets or exceeds standards that were developed by experts in the field. Accreditation of the BAS in Human Services will ensure that every graduating student has demonstrated a specific set of skills and abilities that are reflected in the accreditation criteria.

X. **ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Students	71	82	94	108	124

Data/evidence used to determine projected enrollment numbers:
As of Fall 2018, there were 62 declared majors in the existing Human Services BAS subplan, an increase of 10% over Fall 2017 and an increase of 51% over Fall 2016 enrollment figures. There are 85 declared Human Services minors, an increase of 23% from Fall 2016 to Fall 2018. The 5-year projected enrollment has been conservatively estimated at 15% per year, with the annual increase in distance and online enrollments already achieving 19 and 20% respectively. Estimated employment projections from the Bureau of Labor Statistics for social and human service-related fields requiring a bachelor's degree is 16 - 18%, which is greater than the average for all occupations, and indicates employment conditions are favorable for BAS Human Services graduates.

XI. **ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Use National Center for Education Statistics College Navigator to find program completion information of peer institutions offering a same or similar major.

PROJECTED DEGREES AWARDED ANNUALLY					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Degrees	28	33	38	43	50

The Anticipated Degrees Awarded projections are based on the anticipated graduation rate of our existing full and part-time

Junior/Senior transfer student population within the Human Services program.

XII. **PROGRAM DEVELOPMENT TIMELINE-** describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

Recruitment for the BAS: Human Services degree is ongoing. In conjunction with Student Services and Marketing staff, program directors conduct outreach, including community college campus visits and community face-to-face visits. In addition, the program has a robust online presence to assist students who wish to learn more about the BAS in Human Services degree plan. Program directors and faculty members also participate in recruitment and outreach initiatives when available, including classroom visits, table visits and events. Faculty also maintain relationships with community college administrators, Chairs, Faculty, and Advisors. Establishing and maintaining working relationships with Human Services professionals and agencies within rural and urban communities is a further essential component ensuring community-informed program development.

DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this program.

The BAS Human services is committed to achieving excellence through cultural diversity and actively seeks culturally diverse faculty and students. The current BAS sub-plan in Human Services achieves this commitment: from self-reported data 66 % of students identify as Non-White (including 45% Hispanic); 82% are female, approximately 60% are first generation college students, and 10% are military affiliated. The UA South BAS programs are uniquely able to serve non-traditional transfer student populations, and work in a deeply embedded way within local communities due to a variety of factors, including UA South's status as a designated branch campus; a Hispanic Serving Institute, a Military Serving Institute, and its physical presence within numerous local communities (including in the Army Education Center at Ft. Huachuca).

Appendix A. Minor Requirements. Complete if requesting a minor (must have same name). Delete <mark>EXAMPLE</mark> column before submitting.

Total units required to complete minor	18
Upper-division units required	18
Total transfer units that may apply to minor	0
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	N/A
Minor requirements (list all required coursework including core and electives). Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	**HUMAN SERVICES CORE (12 UNITS)** HUSV 301: Introduction to Human Services (3 Units) HUSV 310: Identity, Positionality, and Cultural Humility (3 Units) HUSV 347: Interpersonal Relationships in Human Services (3 Units) FSHV 401: Basic Skills in Counseling (3 Units) **HUMAN SERVICES ELECTIVES (6 UNITS) Select 2 courses from the following:** HUSV 357: Managing Death and Loss in Human Services (3 Units) HUSV 367: Spirituality in Human Services (3 Units) HUSV 371: Parent, Family, Community (3 Units) HUSV 375: The Impact of Early Adversity on Child Development (3 Units) HUSV 403: Integrative Health and Human Services Advocacy (3 Units) HUSV 404: Health and Wellness in Human Services (3 Units) HUSV 405: Introduction to Advocacy (3 Units) HUSV 407: Cultural and Person-Centered Approach to Human Services (3 Units) HUSV 410: Introduction to Group Procedures and Theory (3 Units) HUSV 420: Introduction to Crisis Intervention (3 Units) HUSV 425: Introduction to Coordination of Care in Behavioral Health (3 Units) HUSV 430: Substance Abuse Theory and Counseling (3 Units) HUSV 440: Introduction to Psychopathology (3 Units) HUSV 450: Human Services: Multicultural Perspectives (3 Units) FSHV 384: Leadership, Ethics, and Professional Practices (3 units)

Internship, practicum, applied course requirements (yes/no). If yes, provide description.	No
Additional requirements (provide description)	N/A
Any double-dipping restrictions? (Yes/No. If yes, provide description)	Does not permit double use of courses with the Family Studies Major; students Must make up for inadvertent double use by taking additional Human Services elective credits. Second degree students MAY use Human Services courses from their first degree towards a Human Services Minor in the second degree.

Appendix B. Faculty CV. Complete the table below by providing UA Vitae profile link or short CV for each faculty member participating in the proposed program. Add rows as needed. UA Vitae profiles can be found in the UA directory/phonebook.

Faculty Member	UA Vitae link or "CV attached"
Sheena Brown Ph.D	CV attached
Lillian Wallace Ph.D	CV attached
Margaret Allen Ph.D	CV attached
Robin Byler Thomas DrPH	CV attached
Kelly Nicholls M.Ed	CV attached
Caroline Monica LCSW	CV attached
Lorena Fulton Ph.D	CV attached
Dawn Whinnery M.Ed	CV attached
Tori Bourguinon MA	CV attached

THE UNIVERSITY OF ARIZONA®

BUDGET PROJECTION FORM

Name of Proposed Program or Unit:

	Projected		
Budget Contact Person:	**1st Year**	**2nd Year**	**3rd Year**
	2020 - 2021	2021 - 2022	2022 - 2023
METRICS			
Net increase in annual college enrollment UG	7	15	24
Net increase in college SCH UG	84	180	288
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE		1	
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)	221,196	244,081	268,217
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues	156,248	187,361	224,970
Distance Learning Revenues	146,510	175,910	211,190
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	$ 523,954	$ 607,352	$ 704,377
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	$ -	$ -	$ -
TOTAL SOURCES	$ 523,954	$ 607,352	$ 704,377
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	186,100	251,100	251,100
Other Personnel	39,000	39,000	39,000
Employee Related Expense	57,503	77,913	77,913
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	$ 282,603	$ 368,013	$ 368,013
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	$ -	$ -	$ -
TOTAL EXPENDITURES	$ 282,603	$ 368,013	$ 368,013
Net Projected Fiscal Effect	$ 241,351	$ 239,339	$ 336,364

Undergraduate Major Peer Comparison Chart-delete <mark>EXAMPLE columns</mark> once ready to submit/upload. Find UA peers here:

https://www.azregents.edu/arizonas-public-universities/peer-institutions

Program name, sub-plan name (if applicable), degree, and institution	Proposed UA Program: Bachelor of Applied Science (BAS): Human Services	Peer 1: Bachelor of Science (BS), Human Services New York City College of Technology	Peer 2: Bachelor of Human Services (BS) California State University, Fullerton
Current # of enrolled students	⬛	748	600
Major Description - provide a description for the proposed program. Include the purpose, nature, and program highlights. Description must be consistent throughout the proposal documents and match departmental and college websites, handouts, and promotional materials.	The Bachelor of Applied Science: Human Services is designed to provide a clearly delineated transfer pathway for students with an Associate's of Applied Science (AAS) degree in a related content area. The mission of the Human Services program is to better understand, respond to, and support the social, psychological, educational, and physical demands of individuals and families in rural communities, and in contemporary global society. Our program aims to educate developing human service professionals who will strengthen human systems; enhance health, education and social services; improve service delivery systems; and encourage effective public policies	http://www.citytech.cuny.edu/human-services/ Human Services is a profession that is a learned craft, coupled with the social, cultural, economic, political and biological aspects of a society. In addition, individuals, family and communities are often the focus of agents in need of services, which a human service professional can provide. To deliver these services, the human service student is exposed to various professional and liberal arts learning at CityTech, where the associate and bachelor human service degree curriculum aids in this important preparation. Students then apply this knowledge to quality direct practice, using their educational skills in multiple employment arenas of their choice. The Bachelor of Science program is accredited and a member of the Council of Standards in Human Services Education, the National Organization for Human Services and the Mid-Atlantic Consortium of Human Services.	http://hhd.fullerton.edu/HUSR/index.htm Through the application of theory, research, and self-reflection, the Human Services Department prepares students to serve diverse individuals, families and communities. The Human Services Program is one of the few undergraduate programs on the West Coast that have been approved by the Council for Standards in Human Services Education. Emphasis on Applied Learning through experience in fieldwork placements in community settings. The benefits of working in the community are numerous and often result in important professional connections as well as developing the students' sense of professional identity. The Human Services Department at California State University, Fullerton has been accredited by CSHSE since 1982.
Target careers	Human Service career opportunities encompass a wide array of specialties including working in areas of homelessness, social service needs, poverty & hunger, children, youth and teen support and guidance, crisis & trauma, case management, developmental disabilities, senior and elder care, mental health & illness support, advocacy, community health, court advocates, program planning and evaluation, and assisting; social workers, child abuse investigations, foster care and adoptive family placement	Human service students showcase their professional skills in settings which often include hospitals, behavioral health centers, nursing homes, schools, shelters, community-based agencies, and within public health and social justice initiatives. Students utilize their skill set to conduct intakes, assessments, treatment plans, referrals, lead groups, complete research and data collection, counseling, promote community needs, prepare grants, budgeting and advocacy, as well as understanding the navigation of the larger social service system.	A human services worker may directly or indirectly provide mental health or social services to clients, supervise personnel, administer programs, and develop policies or support services for professional staff in such areas as healthcare, housing, recreation, education

Total units required to complete degree	120	120	120
Upper-division units required to complete degree	60 (or 45 if AAS is completed from an Arizona community college or CCAF)	60	60
60Foundation courses			
English composition			ENGL 100
Second language	2nd Semester Proficiency	No	No
Math	General Strand (BASV 314)—Mathematics for Applied Sciences	MAT 1272: Statistics 2 (SW) (3 units)	MATH 110, 115, or 120
General education requirements	TIER II GENERAL EDUCATION (21 Upper Division Units) ▪ Can be replaced with customized coursework if AGEC complete. ▪ Natural Sciences (3 Units) ▪ Can be taken at CC in 75/45 option ▪ Arts and Humanities (6 Units) ▪ Can be taken at CC in 75/45 option ▪ Individuals and Societies (12 Units) ▪ 9 units can be taken at CC in 75/45 option ▪ Diversity Requirement	18 units of General Education and Flexible Common Core.	Must complete a total of 12 units in GE Area B, and 9 units of upper division GE courses (300- 400 level) in specific areas required:B5, C3, D4 One course from Upper Division GE Area C.3, must meet the cultural diversity requirement
Pre-major? (Yes/No. If yes, provide requirements.) Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No.	No	No
List any special requirements to declare or gain admission to this major (completion of	The BAS in Human Services is a transfer degree offering only upper division coursework. Preferred pathway: Associate of Applied Science degree in a related field from a regionally accredited institution.	High school diploma with a 75 or higher average or a minimum score of 2750 on the GED/HSE exam. Transfer students require a minimum GPA of 2.0; Prove college level competency in English and Mathematics (A grade of a C or better in non-remedial courses from an	Transfer Students • Good academic standing at the last college or university attended • 60 transferrable semester units (90 quarter units); a maximum of 70 transferrable units from a

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specific coursework, minimum GPA, interview, application, etc.)	Students must: submit a separate program application; have a 2.5 GPA or higher in the most recent 60 units and submit a goal statement and resume.	accredited college or university or from appropriate test scores from the SAT, ACT, NYS Regents, or CUNY Proficiency Examinations.	community college or another institution may be used towards completion of a degree • A minimum of 30-semester units (45 quarter units) in CSU-approved general education coursework with grades of C- or higher, selected from either the CSU General Education Breadth pattern or the Intersegmental General Education Transfer Curriculum (IGETC), including completion of the "Golden Four" courses. GOLDEN FOUR COURSES 1. Oral Communication 2. Written Communication 3. Critical Thinking 4. Mathematics/Quantitative Reasoning
Major requirements			
Minimum # of units required in major (units counting towards major units and major GPA)	42	37	54
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	30	31	51
Minimum # of residency units to be completed in the major	30	31	Residency units for major: they may only waive up to 12 units from community colleges unless they have a certificate in substance abuse then they may waive up to 18.
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include subject	Two credits of supporting coursework in field internship (HUSV 393: Internship, or equivalent). Incoming students that cannot satisfy this requirement will be required to complete two additional internship units. This requirement is necessary for CSHSE accreditation purposes.	N/A	N/A

code, units, and title. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.			
Major requirements (list all required major coursework including major core, major electives, sub-plan core, and sub-plan electives; courses count towards major units and major GPA) Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	**HUMAN SERVICES CORE** (30 Units) HUSV 301: Introduction to Human Services (3 Units) HUSV 310: Identity, Positionality and Cultural Humility (3 Units) FSHV 408: Program Planning and Evaluation (3 Units) HUSV 493: Internship in Human Services (3 Units) HUSV 498: Senior Capstone (3 Units) AEDV 310: Transitional Resiliency (3 units) ENGV 306: Advanced Composition (3 units) BASV 314: Mathematics for Applied Sciences (3 units) HUSV 326: Research Methods in Social Sciences (3 units) FSHV 384: Leadership, Ethics, and Professional Practices (3 units) **HUMAN SERVICES ELECTIVES** (12 UNITS) *Select 4 courses from the following:* HUSV 347: Interpersonal Relationships in Human Services (3 Units) HUSV 357: Managing Death and Loss in Human Services (3 Units) HUSV 367: Spirituality in Human Services (3 Units) HUSV 371: Parent, Family, Community (3 Units) HUSV 375: The Impact of Early Adversity on Child Development(3 Units) HUSV 403: Integrative Health and Human Services Advocacy (3 Units) HUSV 404: Health and Wellness in Human Services (3 Units) HUSV 405: Introduction to Advocacy (3 Units)	**PROGRAM-SPECIFIC DEGREE REQUIREMENTS** (31 units) HUS 3501 Counseling Methods (3 Units) HUS 3503 Case Management (3 Units) HUS 3504 Group Work Practice (3 Units) HUS 3610 Research Methods in Human Services (3 Units) HUS 4701 Professional Internship I (WI) (3 Units) HUS 4801 Professional Internship II (WI) (4 Units) HUS 4802 Volunteerism (2 Units) HUS 4803 Resource Development in H. Services (3 Units) HUS 4804 Management Concepts in H. Services (3 Units) MAT 1272 Statistics 2 (SW) (3 Units) **Program Specific Electives** (6 units) **Select one of the following HEA 35XX courses:** HEA 3502 Drugs and Personal Health: Their Use and Abuse HEA 3505 Health Issues of Children and Adolescents HEA 3507 Trauma-Informed Practice HEA 3508 Health and Mental Health Issues With Vulnerable Populations Across the Life Span HEA 3510 Social Welfare Policy and Program: Analysis for Human Services **Select one of the following HUS 36XX courses:** HUS 3602 Alcohol and Substance Abuse Treatment HUS 3605 Child Welfare and Family Services HUS 3608 Human Services Practice with Vulnerable Populations Across the Life Span HUS 3609 Human Services and the Criminal Justice System	**A. Theoretical Foundations/ Intervention (9 units)** HUSR 201 -Introduction to Human Services (3 Units) HUSR\COUN 380-Theories & Techniques of Counseling (3 Units) HUSR 310 -Case Management (3 Units) **B. Client Populations/Cultural Diversity (9 Units)** HUSR 411 -Service Delivery to Communities (3 Units) CAS 312 -Human Growth & Development(S) (3 Units) OR PSYC 361 -Developmental Psychology (3 Units) PSYC 341 -Abnormal Psychology (3 Units) OR SOC 351 -Sociology of the Family (3 Units) **C. Research/Evaluation (9 units)** HUSR 315 -Research & Data Management in HUSR (3 Units) HUSR 385 -Program Design & Proposal Writing (3 Units) (*Prerequisites: HUSR 315 & HUSR 396* HUSR 470 -Evaluation of Human Services Programs (3 Units) (*Prerequisite: HUSR 385)* **D. Skill Development/Field Experience (9 units)** HUSR 396 -Practicum Seminar (3 Units) (Prerequisite: HUSR 201 & HUSR 380 or HUSR 310) HUSR 495 -Fieldwork Seminar (3 Units) (Prerequisite: HUSR 396) HUSR 496 -Internship Seminar (3 Units) **18 units in one of the following tracks** 1. Mental Health 2. Administration & Community Practice 3. Substance Abuse and Treatment Prevention

	HUSV 407: Cultural and Person-Centered Approach to Human Services (3 Units) HUSV 410: Introduction to Group Procedures and Theory (3 Units) HUSV 420: Introduction to Crisis Intervention (3 Units) HUSV 425: Introduction to Coordination of Care in Behavioral Health (3 Units) HUSV 430: Substance Abuse Theory and Counseling (3 Units) HUSV 440: Introduction to Psychopathology (3 Units) HUSV 450: Human Services: Multicultural Perspective (3 Units) FSHV 401: Basic Skills in Counseling (3 Units) FSHV 405 Theories of Counseling FSHV 413: Issues in Aging FSHV 323: Infancy/Child Development FSHV 337: Dynamics of Family Relations FSHV 377: Adolescence FSHV 447A: Sociocultural Context of Development FSHV 447C: Biosocial Development	HUS 3620 Supervision in Human Services **Free Electives** (take as needed to equal 60 credits in Liberal Arts, 120 credits overall.)	4. Elementary Education 5. Gerontology 6. Persons with Disabilities
Internship, practicum, applied course requirements (Yes/No. If yes, provide description)	Yes. Complete 3 units HUSV 493 Internship in Human Services. Students complete internship at a human services organization	Yes. HUS 4701 Professional Internship I (WI) (3 units) HUS 4801 Professional Internship II (WI) (4 units) Students are required to arrange their schedules to complete two semesters of internship (400 hours)	Yes. Students are required to complete three semesters of Fieldwork, spending at least 120 hours per semester in their placement site (360 hours in total)
Senior thesis or senior project required (Yes/No. If yes, provide description)	Yes. Complete 3 units. HUSV 498 Senior Capstone. Students complete a field project and a professional development e-portfolio	A capstone project, of researching and proposing the needs of the internship agency, and executing this change in the next internship, is required.	Yes
Additional requirements (provide description)	Earn 2.0 Major GPA	Grade of C or better in all Human Services courses	Students do not apply directly to Human Services, rather they apply to the University which requires a 3.63 GPA and about 1110- SAT for freshmen
Minor (specify if optional or required)	Optional	Optional	Optional

*Note: comparison of additional relevant programs may be requested.

THE UNIVERSITY OF ARIZONA
College of Nursing

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Tel: (520) 626-1911
Fax: (520) 626-6166
www.nursing.arizona.edu

September 20, 2019

Dear Dr. Brown,

I am writing to support the proposed Bachelor of Applied Science: Human Services proposed major program on behalf of the faculty at the College of Nursing by the College of Applied Sciences and Technology (formerly identified as UA South). This degree program prepares ancillary healthcare professionals who serve as critical liaisons that link patients/families/communities to healthcare and social systems and services that improves the health and wellbeing, particularly in rural, border, and remote communities. Nurses, primary care healthcare providers, counselors/psychologists, and social workers require these types of staff to extend their presence and services and it would improve our ability to function to the full capacity of our scope if there were human services professionals who were trained to assume the role of communicator, interpreter/translator, and navigator.

Literature indicates that the need for care coordinators, navigators, and communicators will increase in the U.S. over the next several decades as a result of globalization and immigration, changed demographics, increased mainstreaming, reduced institutionalization, and increasingly complex systems associated with health and wellness. We look forward to collaboration with the faculty teaching in this program and working alongside students/graduates of this program to improve health equity and the quality of life for persons in the communities we serve. This is a very helpful and positive program and one that helps to fulfill our mission as the land grant institution for Arizona.

We do have one suggested change to the proposed program that was shared with us in August. Interpersonal relationships and the formation of positive, professional relationships are a foundation skill/competency for any type of provider working 1:1 with individuals and families. We believe that HUSV 347 *Interpersonal Relationships in Human Services* should be a core, required course for these students. Further, we would suggest that the AEDV 306: *Transitional Resliency*, while valuable for student success could be either an elective course for students who are at particular risk as they matriculate from community college or could be activities developed by Human Services student/professional organization, similar to what is done for prenursing and nursing students at the College of Nursing.

To summarize, we support the development of this new academic program and look forward to working collaboratively with their graduates. Please feel free to reach out if you need further information.

Sincerely,

Mary Koithan, PhD, CNS-BC, FAAN
Anne Furrow Professor of Integrative Nursing
Associate Dean, Student and Community Engagement
mkoithan@arizona.edu

THE UNIVERSITY OF ARIZONA®

College of Agriculture and Life Sciences
Career and Academic Services
Forbes Building 211

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August 27, 2019

Curricular Affairs
University of Arizona

RE: Human Services BAS, University of Arizona South

To Whom It May Concern:

As the Assistant Dean for Career and Academic Services in the College of Agriculture and Life Sciences I write this letter in full support of the proposed BAS in Human Services from the University of Arizona South. The program serves to further the land grant mission of the university and provides an opportunity for other divisions to work with the program in creating robust educational and job opportunities for students across the state.

Feel Free to contact me with any questions.

Sincerely,

James E. Hunt Associate Professor, Career Track
Fellow, Bart Cardon Academy for Teaching Excellence
Assistant Dean, Career and Academic Services
College of Agriculture and Life Sciences
University of Arizona

Norton School of Family & Consumer Sciences

Family Studies & Human Development

July 25, 2019

Dr. Sheena Brown
Assistant Professor
Director, Human Services Program
University of Arizona South

Dear Sheena:

It is with great pleasure that I write this letter in support of your proposal to submit the BAS Human Services program as a stand-alone degree program.

The goals of the BAS Human Services program are in direct support of the UA's Land Grant Mission in continuing to provide accessible educational opportunities to students located throughout Arizona and beyond. In its current form, the BAS - Human Services concentration has been in existence since 2003, working closely with community members and organizations, including key border communities in Cochise and Santa Cruz Counties. Community collaborations ensure program graduates are familiar with specific issues, services, localities, and populations and, are equipped with the necessary skills to be workplace ready. It is vital for the health of the state, and particularly rural communities, that appropriately qualified human services graduates are available to support the provision of human and social services to individuals and communities.

I commend you on this important work and fully support this endeavor.

Sincerely,

Angela R. Taylor, Ph.D.
Assistant Director for Academic Programs & Student Services
Norton School of Family & Consumer Sciences
Associate Professor, Family Studies & Human Development
Email: artaylor@email.arizona.edu

December 4, 2019

Dr. Sheena Brown
University of Arizona
901 N. Colombo
Sierra Vista, Arizona 85635

1850 W. Rio Salado
Parkway Suite 201
Tempe, AZ 85281

Dear Dr. Brown,

Please accept this letter of support for the submission of the BAS Human Services program. This program has provided critical educational opportunity to many area rural students who have been able to stay in their communities to contribute to the regional community workforce needs. The program has also demonstrated commitment to remain responsive to industry trends and the preparation of a valuable workforce.

This degree program proactively reaches out to retain relevancy through community engagement for workforce partnerships, local industry trends and creative collaborative efforts that enhance the program content and meets local needs. As a result, Arizona Complete Health has continued to grow partnerships with the BAS in Human Services students by providing re-investment and sponsorship funds that have supported the following program enhancements:

• Training certifications in Mental Health First Aid for students.

• Direct participation with the University South Foundation to formalize funding for partnership efforts.

• Collaborative partnerships to sponsor the Cochise County Network Coalition

• Support much needed local scholarships for students through the Education Unidos program over the last four years for Human Service degree students.

• Strengthened a deeper community understanding of cultural and community needs through sponsored community conversations "cafecitos" and responses.

Providers in many rural counties and remote areas struggle to maintain a qualified workforce. These areas often experience access to health care challenges and part of this challenge is dependent on access to a qualified workforce. As a result this collaborative partnership has proved to be a very positive collaboration supporting access to Human Service education.

Arizona Complete Health looks forward to a continued partnership with UA CAST and looks forward to future partnerships.

Sincerely,

Sally Holcomb

Sally Holcomb
Regional Manager,
Community & Government Affairs
Arizona Complete Health

New Academic Program Request

University: University of Arizona

Name of Proposed Academic Program: Bachelor of Applied Science in Human Services
Academic Department: College of Applied Science and Technology
Geographic Site: Sierra Vista, AZ
Instructional Modality: Online
Total Credit Hours: 120
Proposed Inception Term: Summer 2020
Brief Program Description: The Bachelor of Applied Science in Human Services prepares graduates to be workplace ready in the field of human services, to advance in their field and/or management positions, and/or prepare to continue onto graduate studies in (for example) Human Services, Social Work, Counseling, Family Studies, Public Health, and Human Rights Practice. The mission of the Human Services program is to better understand, respond to, and support the diverse social, psychological, educational, and physical demands of individuals and families in rural communities, and in contemporary global society. Our program focuses on educating developing human service professionals who will strengthen human systems; enhance health, education and social services; improve service delivery systems; encourage effective public policies, assist and empower individuals to function as effectively as possible in the major domains of living. The BAS in Human Services is consistent with Pillar I of the University of Arizona Strategic plan by providing transfer students with the opportunity to build knowledge and skills related to analytical and critical thinking, clear and effective interpersonal communication, a strong sense of personal identity, combined with a practical understanding of inclusion and diversity practices in order to effectively apply human services skills with humility. Goals of Pillar 3 of the University of Arizona Strategic plan are met by providing opportunities beyond the geographical boundaries of the University of Arizona main campus through Distance Campus locations and Arizona Online, by providing an accessible and flexible program that allows nontraditional students who work full-time and/or have family or other commitments to complete a degree that meets their needs. As part of a fully accredited Hispanic Serving Institute the BAS in Human Services is committed to higher education advancement of Hispanic students, particularly in rural Arizona, where students are dedicated in serving their communities of residence on graduation. The close proximity of CAST campus locations to the US-Mexico border means it is essential that students that wish to work with and for these communities are equipped to meet the unique challenges and needs of these communities. The BAS in Human Services provides innovative learning modalities in face-to-face, hybrid, interactive television (ITV), and fully online formats. The accessibility and flexibility of the program allows nontraditional students who work full-time and/or have other commitments to complete a degree that meets their needs, a central tenet of the CAST college and land grant mission.
Learning Outcomes and Assessment Plan: **Learning Outcome # 1: Knowledge Base in Human Services Concepts (Knowledge)**

Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, principles of application, as well as current and historical trends related to human services.

Competencies (Skills)

1 Demonstrate knowledge of human systems, group dynamics, organizational structure of communities and how these interactions affect human problems.

2 Evaluate how policy and social conditions affect human systems.

3 Apply concepts, theories, and principles that promote healthy functioning in medical, social, psychological/ behavioral and educational models.

Measures

Capstone e-Portfolio, capstone project

Assessment Method and/or Instrument(s)

End of the course; HUSV 498

Learning Outcome #2: Critical Thinking Concepts (Knowledge)

Students will demonstrate problem solving skills, critical thinking, and effective research methods in human services setting.

Competencies (Skills)

1 Demonstrate knowledge in identifying interventions that promote goal attainment.

2 Develop, implement, and evaluate intervention programs and services.

3 Analyze programs and interventions to match client's needs, values, lifestyle, and goals.

Measures

Capstone project

Course papers and projects

Assessment Method and/or Instrument(s)

End of each course; HUSV 498, HUSV 326, FSHV 408, AEDV 310

Learning Outcome #3: Ethical & Social Responsibility Concepts (Knowledge)

Students will develop skills to ensure responsible and professional behaviors that optimize well-being, and support acquisition of service needs of a diverse population.

Competencies (Skills)

1 Apply ethical and professional standards in all human services settings.

2 Enhance interpersonal skills to achieve interactional effectiveness, and responsive client engagement.

3 Adopt values that build community at local, national, and global levels.

4 Demonstrated ability to engage and respond respectfully and effectively to people of all cultures, in a manner that affirms the worth and preserves the dignity of individuals, families and communities.

Measures

Senior Capstone

Course papers

Practical field experience

Assessment Method and/or Instrument(s)

End of each course; HUSV 498, HUSV 310, FSHV 384, HUSV 493

Learning Outcome #4: Communication Concepts (Knowledge)

Students will demonstrate mastery in written and oral communication, and effective interpersonal communication skills with colleagues, stakeholders and clients.

Competencies (Skills)

1 Demonstrate professional report writing, program evaluation, and/or case documentation.

2 Demonstrate professional oral presentation skills, for colleagues, stakeholders and clients.

3 Communicate and interact respectfully with colleagues, stakeholders and clients of diverse cultures, backgrounds, and belief systems

Measures

Senior Capstone

Course papers
Practical field experience
Assessment Method and/or Instrument(s)
End of each course; HUSV 498, HUSV 326, HUSV 493

Learning Outcome #5: Professional Development Concepts (Knowledge)
Students will demonstrate mastery of professional skills including content knowledge, self-reflection skills, project-management skills, and teamwork skills in professional settings.
Competencies (Skills)
1 Demonstrate mastery of Human Services content in professional settings, and in achieving career goals.
2 Exhibit self-efficacy, self-regulation, self-reflection.
3 Execute project-management skills.
4 Enhance and support teamwork.
5 Develop a professional plan for life after graduation.
Measures
Senior Capstone e-Portfolio
Course activities & papers
Practical field experience
Assessment Method and/or Instrument(s)
End of each course; HUSV 498, FSHV 384,HUSV 493

Projected Enrollment for the First Three Years:

Year 1	Year 2	Year 3
71	82	94

Evidence of Market Demand:
According to the Bureau of Labor Statistics, employment of social and human service assistants is projected to grow 16 percent from 2016 to 2026, employment of social and community service managers is projected to grow 18 percent from 2016 to 2026, and employment of health educators and community health workers are projected to grow 16 percent from 2016 to 2026, growth of all job opportunities are predicted to be faster than the average for all occupations. A growing elderly population, rising demand for social services, efforts to improve health outcomes, and efforts to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services are expected to drive demand for these workers.

A report generated from Program Insight, Burning Glass Technologies for careers mapped to the program's CIP code (44.0000, Human Services, General) indicates the following:

Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	28.60%	14.97%	High
Nationwide	13.78%	5.78%	High

Arizona		
Occupation group	Employment (2018)	Projected Employment Growth (2019-2028)
Human Services	9,850	35.4%
Property and Facilities Managers	5,680	19.5%
Clerical Workers	1,330	13.7%
Youth and Career Counseling	990	33.2%
Health Education and Counseling	1,030	28.5%

Nationwide		
Occupation group	Employment (2018)	Projected Employment Growth (2019-2028)
Human Services	542,170	16.8%
Property and Facilities Managers	202,550	10.3%
Clerical Workers	137,830	5.9%
Youth and Career Counseling	108,380	12.9%
Health Education and Counseling	56,130	17.9%

Similar Programs Offered at Arizona Public Universities:

Bachelor of Social Work, Arizona State University
Bachelor of Social Work, Northern Arizona University

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):

No new infrastructure requirements needed. This program request moves an existing subspecialization to a stand-alone program and no new resources are required. It is anticipated with enrollment growth that one additional full-time doctoral level faculty will be required from year 2. Continued program growth, particularly in Maricopa County will necessitate a faculty hire in Maricopa to support and teach these students, and other distance locations. Expenditure items including faculty, other personnel, and employee related expense totaling $282,603 for year 1 and $368,013 (each year) for years 2 and 3.

Program Fee/Differentiated Tuition Required?   YES ☐   NO ☒
Estimated Amount:

Program Fee Justification:

Specialized Accreditation?   YES ☒   NO ☐

Accreditor: Accreditation is being sought with the Council for Standards in Human Service Education (CSHSE).