Proposal for Master of Human Services Delivery Program  
The Lincoln University  

Executive Summary

The proposed Master of Arts in Human Services Delivery (MHSD) program has been developed to replace the existing Master of Human Services Program. The MHSD is a 30-credit degree program that offers students an opportunity to learn advanced concepts, skills, and application of human services delivery. The MHSD program will serve as a gateway for educating practitioners who are in need of an advanced degree in order to increase their skills at applying theory to practice and working effectively with a range of populations.

The MHSD curriculum will operate on a 7:1:7 accelerated schedule, with students taking two courses for the first seven weeks of a semester, having a week off, and then taking two courses in the last seven weeks. Assuming they are enrolled full time, students can complete their 30-credit coursework in one academic year. All courses earn three credits except for a 6-credit combination internship/capstone course. Classes will be taught in hybrid mode.

The 9 required MHSD courses are:

Professional Ethics in Client Care (New name and updated description submitted to Curriculum Committee)

Theories of Intervention I (New Course submitted to Curriculum Committee)

Life Span Development (New name and updated description submitted to Curriculum Committee)

Case Management (New Course submitted to Curriculum Committee)

Theories of Intervention II (New name submitted to Curriculum Committee)

Group Dynamics (New name and updated description submitted to Curriculum Committee)

Action Research (New Course submitted to Curriculum Committee)

Social Policy & Program Evaluation (New Course submitted to Curriculum Committee)

Capstone: Human Services Delivery (New Course submitted to Curriculum Committee)

(See appendix for course descriptions and syllabi.)

We seek your approval to offer this new MHSD program beginning fall semester 2014.
Appropriateness to Mission

Description, Scope and Purpose

The Master of Human Services Delivery (MHSD) program is a flexible and marketable graduate degree program for adult working students who have already earned a bachelor’s degree in the social science field. Classes will be held Saturdays and online, so as to be compatible with students’ full-time employment, which is a requirement for admission.

All classes will be offered on a 7:1:7 schedule, with a full-time load requiring the completion of two courses during each 7 week timeframe with a week off mid-semester. Such programs will enable these working adults to earn the educational credentials required to advance in their profession in a flexible and accelerated manner that does not interrupt their current employment.

The Master of Human Services Delivery Program will be open to all students who have earned their undergraduate degree in a human-service related field (e.g., Psychology, Sociology, Social Work, Human Services, etc.) at other accredited universities.

Alignment with Lincoln’s Mission

Lincoln's mission describes the university’s commitment to preparing its undergraduates and graduate students, on its main campus, its Graduate Center, and through distance learning, to be leaders of the highest caliber. As the field of human services becomes increasingly credential conscious, leadership roles increasingly require both undergraduate and graduate training. This new accelerated master’s degree program provides a fast-track path toward graduate credentials, allowing adults who have already proven their value in the workplace to advance their career in a way that is both cost- and time-effective.

Appropriateness to Lincoln’s Strategic Plan

The proposed MHSD program align with all of the university goals, especially the following:

Goal 2. The University faculty will develop new curricula that are driven by student needs and tested by feedback from students, employers, professional associations and alumni.

The program arose from feedback from workers in the human services field and was designed with advice from the MHS Advisory Board, all of whom are leaders in the field and many of whom are Lincoln alumni.

Goal 5. The University will continue to serve its traditional base of students, but will develop innovative educational programs and services in the Philadelphia area to meet the needs of nontraditional students.
Need

Employment Trends

The January 2012 Monthly Labor Review from the Bureau of Labor Statistics (BLS) 2010–2020, reports that the health care and social assistance industry is expected to be the most rapidly growing sector across the nation in terms of employment. Moreover, occupations in which a master’s degree is typically needed for entry are expected to grow by 21.7%, faster than the growth rate for any other education category.

This national need for qualified human services workers is reflected at the state level as well. According to PA Fast Facts May 2013 edition, the state’s largest job gains were in professional and business services, leisure and hospitality, and educational and health services, all of which reached record high levels. Health care and social assistance led the list of all growing industries in the 2nd and 3rd quarters of 2012; this category includes individual and family services, home health services, child day care services, and offices of other health practitioners.

Students who earn an MHSD degree qualify for all human services positions that require a non-specified master’s degree. (Jobs specifically requiring MSW degrees or counseling licensure would not be available to holders of these two degrees, and students will be advised of this at admission.) Typical positions open to MHSD graduates include supervisory and administrative roles in the sorts of agencies listed above, with responsibility for support staff, case managers, skill development specialists, aides and other administrators; program management; grant writing; community outreach, development; social and community service.

Demand among Current and Prospective Students

The sizable population of credential-seeking human service workers who are aware of Lincoln because of its more than 3000 successful MHS graduates who are now or have previously been employed in Mid-Atlantic area human service agencies will now have a variety of reasons to enroll at Lincoln University.

Those with an undergraduate degree, from Lincoln or elsewhere, will have a much more attractive one-year program of graduate study, with the option of specializing in direct service delivery.

Program Uniqueness

Building on our successful tradition of providing an innovative human services graduate program for adult learners, the MHSD will make it possible for students to integrate their field experiences with comprehensive course work to enable them to become proficient, skilled, and knowledgeable leaders within their respective agencies and communities. Professional and personal development will be enhanced through a combination of academic and performance-based experiences that focus on theoretical application, action research and problem-solving skills among the dimensions of values/ethics, psychology, systems, and professional communication.
The MHSD program is unique in its focus on applied action research, its use of a cohort model to improve both learning and student retention, and its curriculum built around immediate, practical theory application by the working adult students. What Lincoln offers prospective students is an extensive reputation for educating human service practitioners and an affordable, clearly coordinated curriculum taught in a variety of modalities.

**Enrollment Projections**

We project an enrollment of 25 students for the Fall 2014-2015 and there is the potential for the MHSD program to grow up to 80 students over three years, based upon the current 1/12 ratio of full-time faculty to students.

**Academic Integrity**

**MHSD Mission Statement.** Lincoln University's Master of Human Services Delivery Program builds on prior knowledge and experience as it equips human services practitioners with a continuum of effective direct service delivery skills through a combination of academic and performance-based learning. Our goal is to produce caregivers with the skills to communicate effectively, implement care plans efficiently, and interact ethically and productively with diverse individuals, groups and communities.

**MHSD Program Goals.** The MHSD program is designed to produce graduates who will

- Demonstrate professional values/ethics in the workplace.
- Apply psychological theory effectively to produce individual, group, organizational and/or community change.
- Use the principles of systems theory and a variety of social science models to bring about meaningful system change.
- Demonstrate graduate-level skills in professional communication and research.

**MHSD Program Student Learning Outcomes.** Students completing the MHSD Program will be able to:

1. Identify standards of professional ethics and demonstrate adherence to these standards in client care;
2. Evaluate similarities and differences in major psychological theories and apply them appropriately for individual, group, organizational and community change in direct care service delivery;
3. Compare direct care service delivery models and integrate them effectively into service delivery;
4. Employ principles of systems theory and other social science models to bring about culturally competent client advocacy and care;
5. Demonstrate mastery of the principles of action research by planning and evaluating direct care service delivery in their agency or community;

6. Communicate professionally in writing and orally.

Curriculum Overview:

**Degree:** Master of Human Services Delivery (MHSD).
**Modality:** Hybrid

**Sequence of Courses (See Appendix A for course summaries):**

**Fall semester A (weeks 1 - 7):**
1. **HSD ###:** Professional Ethics in Client Care (3 credits)
2. **HSD ###:** Theories of Intervention I (3 credits)

**Fall semester B (weeks 8 – 15):**
3. **HSD ###:** Life Span Development (3 credits)
4. **HSD ###:** Case Management (3 credits)

**Spring semester A (weeks 1 – 7)**
5. **HSD ###:** Theories of Intervention II (3 credits)
6. **HSD ###:** Group Dynamics (3 credits)

**Spring semester B (weeks 8 – 15)**
7. **HSD ###:** Action Research (3 credits)
8. **HSD ###:** Social Policy & Program Evaluation (3 credits)

**Summer semester I (Weeks 1-7)**
9. **HSD ###:** Capstone: Human Services Delivery (6 credits)

**Learning Experiences and Instructional Methods**
The curriculum will focus on the application of theory to practice, as all students will be working practitioners. Students will be required to complete a final capstone project tying together the theory from the previous courses and applying it to a practical work-related activity. The capstone project will be part of a supervised internship course.
All courses in the MHSD program will be delivered using face to face and online modalities of instruction (hybrid). Course content in direct service requires instructors to model practices and to observe student interactions. Therefore, we believe that such activities are best done face to face, but courses will also require learning activities to be completed online. Psychology and Human Services Department faculty will continue to assess and determine best practices for the MHSD program and make changes as needed, based on our developing understanding of the appropriate role of online, hybrid and onsite learning for this particular content area and clientele.

**Program Structure/Administration**

The MHSD Program will be housed in the Psychology & Human Services Department, which is part of the College of Graduate, Professional and Extended Studies. This new College contains both undergraduate and graduate human services programs as well as staff. Thus the program stands to benefit greatly from the synergy generated among like-minded faculty and administrators.

To oversee the growth and development of the MHSD program, we recommend a director with appropriate release time who will report to the Department Chair of Psychology and Human Services and the Dean of the College of Graduate, Professional and Extended Studies. The director will be responsible for recommendations for staffing; assistance with recruiting and academic advising; supervising and assessing instructional delivery and program outcomes; and recommending changes as needed.

**Student Qualifications/Support/Advisement**

**Prospective MSHD students must**

- Have earned an undergraduate degree in social sciences or a related field with a CPGA of 2.75 or better;
- Be employed full-time in a social service agency in a service delivery position and remain in full-time employment throughout the graduate program;
- Have at least one year of full-time human service work experience prior to enrolling;
- Complete the graduate application and admissions process (including a writing sample, the score of which will be used for program assessment and advisement.)

**Applicants have the right to request an interview with the Admissions Committee to discuss areas in which qualifications may not meet stated standards.**

**Transfer Credits**

Because of the integrated nature and thrust of the MHSD curriculum, students may not transfer in courses from other graduate programs.
Academic Support and Advising
MHSD students are advised by Graduate Student Services (GSS) and by the individual program director. Graduate students are eligible for Graduate Academic Services (GAS) online tutoring services.

Program Faculty
MHSD courses have been designed and will be taught by experienced full- and part-time faculty, all of whom are both practitioners and academic experts in their disciplines. Because the MHSD program will replace the existing MHS program, no new faculty hires will be needed until program expansion would justify the need. (See Appendix B for list of current faculty and qualifications.)

Coordination with Other Programs
The MHSD program will be open to Lincoln undergraduates from related departments, offering a new path to graduate study once they have gained the required work experience. It also offers an opportunity for students who complete Lincoln’s BHS-Flex program. These graduates will have completed an accelerated course of undergraduate studies in the area of Human Services, have at least a years experiences as well as will be currently employed in the field.

Assessment and Accreditation
Assessment. The MHSD Program was designed to develop culturally competent practitioners able to provide direct service to a wide variety of populations effectively and efficiently. Therefore, the MHSD Program Student Learner Outcomes (PSLOs) call for graduates who can

1. Identify standards of professional ethics and demonstrate adherence to these standards in client care;
2. Evaluate similarities and differences in major psychological theories and apply them appropriately for individual, group, organizational and community change in direct care service delivery;
3. Compare direct care service delivery models and integrate them effectively into service delivery;
4. Employ principles of systems theory and other social science models to bring about culturally competent client advocacy and care;
5. Demonstrate mastery of the principles of action research by planning and evaluating direct care service delivery in their agency or community;
6. Communicate professionally in writing and orally.

These PSLOs will be assessed according to the plan determined by the department following the program review schedule set by the Director of Assessment and Accreditation, and, along with the program as a whole, will be revised as needed to improve student learning.
The MHSD will use a variety of direct and indirect measures to assess student learning. They include:

- Research papers from courses in which students apply theory to their own agency/practice, with multiple sections assessed by common rubric;
- Evaluation of internship performance;
- Written and oral presentation of Capstone project judged by 3-person panel using a common rubric;
- A student survey completed at the end of their final semester and then again one year later to see what job advancement may have occurred; Lincoln’s standard course evaluation form for all courses.

**Accreditation.** The MHSD courses have been developed to meet accreditation requirements of the Council for Standards in Human Services Education (CSHSE), of which the Master of Human Services Program is a member. (See appendix for mapping of MHSD curriculum to CSHSE standards.) However and because accrediting boards require institutional stability movement towards submitting application to the Council will have to wait until the new graduate program has been running effectively for three years.

**Resource Sufficiency**

**Overview of Resource Sufficiency**

The MHSD program will not need any significant new overall funding for space or resources; they will simply be using available faculty, staff, classrooms and resources previously used for the MHS Program, which the new programs replace. Any changes in resource needs would grow out of significant program growth and thus be covered by the increased tuition fees such growth would engender.

**Impact on Educational Opportunity**

Human services is a field that disproportionately serves women and persons of color, and like other fields, disproportionately relegates those persons to lower-level jobs. Essential to the welfare of both the field and the broader society, however, is a well qualified, highly educated human services workforce whose members understand the backgrounds and problems of the people they serve and are able to advocate convincingly on their behalf. The Lincoln University, with its HBCU legacy and its decades of educating human services practitioners, is ideally positioned to provide this education. The adult-friendly, minority-friendly MHSD degree option we are proposing will help all human service employees, especially persons of color, be able to visualize and then successfully travel a clear path to leadership and career advancement.
Appendix A: Course Descriptions MHSD

Professional Ethics in Client Care. HSD ### (Currently HUS 711 Professional Ethics)

The course focuses on the principles of professional ethics in helping relationships with the primary attention given to ethical and philosophic traditions from a variety of continents and epochs in history. Consideration is given to multi-cultural concerns, codes of ethics in human services, and ethical issues faced by clients in helping relationships. Approaches to values are distinguished (e.g. philosophical, psychological and interdisciplinary).

Theories of Intervention I. HSD ###

This course evaluates the efficacy of the traditional Western-European paradigm underlying the social science field and social practice perspectives. Social science literature utilizes a myriad of theoretical perspectives and research approaches to enhance students’/practitioners’ understanding of various aspects of culture, race, sexuality, socioeconomic status, ability, gender etc. Emphasis is given to these and other constructs that are relevant for effective service delivery. Finally, the course reveals the elusive concept of privilege and power and how it is woven into the discourse and interaction between dominant and oppressed groups.

Life Span Development. HSD ### (Currently HUS 712 Psycho of Life Span Human Develop)

This course focuses upon psychological development throughout life span. Emphasis is placed on developmental theories and concepts focused on biological, psychological, and sociocultural aspects of growth and change. Students have the opportunity for assessment of their own developmental process, self-needs and strengths. Theories are applied to students’ personal and professional experience.

Case Management. HSD ###

This course will address the concept of case management as a mechanism used by human service systems to enable consumer access to the services provided as part of an agency’s or organization’s function. The case management concept will be discussed in relation to the history of social and human services development across various organizations, conditions and groups of people. The seven phases of case management will be included and discussed from various perspectives. Theories skills and techniques will be identified and practiced in relation to the seven components. Case management will be discussed in relation to social welfare and health care policies developed in the 1960s through present day legislation.

Theories of Intervention II. HSD ### (Currently HUS 722 Theories of Counseling)

The course focuses on theoretical perspectives of helping in a wide variety of human interaction situations. Theories of counseling are examined and their application to other professional helping relationships will be discussed. Variables related to establishing and maintaining a helping relationship will be examined, e.g., assessment/intervention, rapport building, cultural competence and skill building. The stages of a helping relationship are explored in class by role-plays, student simulation (case consultation), and problem solving formats. Emphasis is on
understanding the value of helping from the perspective of interpersonal dynamics and the components of behavior change.

**Group Dynamics. HSD ###** (Currently HUS 731 Group Dynamics, Ethical Issues and Systems Analysis of Group Interaction)

This course provides comprehensive attention to theory and research related to group dynamics and what makes groups function effectively. Types of groups are examined and roles and leadership in groups are studied. Additional topics to be explored are: a) groups as systems; b) group development, c) group decision-making, d) power in groups, e) conflict management, and f) technology and virtual groups. Integration of knowledge is emphasized throughout the course via group assignments.

**Action Research HSD ###**

This course focuses on the development of skills in action research as an approach to applied research and problem solving. A review of both descriptive and inferential statistics is included along with the research enterprise in general. Instruction in the action model will be incorporated from the planning of an action oriented project, implementation and evaluation of the project including recommendations for action to address the problem defined.

**Social Policy & Program Evaluation. HSD ###**

This course provides the knowledge and skills needed to examine social welfare structure, policies and programs to understand their relevance to the delivery of human services to populations in need. The course examines social welfare policy historically, conceptually, and ideologically. Students will be able to identify basic issues, concepts, values, frameworks and ethical issues that define social welfare policy and influence their ability to work with diverse groups and populations at risk and to think critically using an analytic approach to highlight the forces/issues (political, economic, ideological) that facilitate or inhibit changes in social policies and human service programs.

**Capstone: Human Services Delivery. HSD ###**

This course builds on the student’s understanding of major human service concepts including action research, needs assessment, program planning & evaluation, and varied funding sources/strategies. Within the context of their internship placement, students are asked to review and critically analyze key components of their agency in order to complete a thesis-like project. Students will also have the opportunity to present learning opportunities from the internship experience and to discuss in a seminar setting the integration of theory and practice related to their field experiences. The focus of the seminar is on the problem solving process in service delivery methods. Topics such as communication skills and professionalism will be incorporated.
APPENDIX B:

LIST OF FULL-TIME MHS FACULTY AND QUALIFICATIONS

**Malcolm Bonner, Ph.D.** Malcolm Bonner did his undergraduate work at the University of Pennsylvania, earned an M.Ed. at Cambridge College, and an Ed.D at Fielding Graduate University. He is a native of West Philadelphia and has served on the administration or faculty of The Lincoln University, Temple University, The University of Pennsylvania, Cambridge College, and Fielding Graduate University. He is committed to social justice and social change and to the upliftment of those who have been economically, emotionally, spiritually, and mentally oppressed. Dr. Bonner is currently working on a project around patterns of help and helping in African American communities.

**Szabi Ishtai-Zee, Ph.D.** Szabi Ishtai-Zee is a Professor of human services and Faculty Coordinator of The Lincoln University's Master of Human Services Program. He has served as a guest lecturer and a visiting professor at many universities, including the University of Pennsylvania, Penn State University, Temple University, LaSalle University, Philadelphia University, Howard Community College, West Chester State University, and the University of Maryland. Dr. Ishtai-Zee is the Chairman of the Advisory Board of Temple University's Multicultural Training and Research Institute, with an appointment as associate faculty in the Temple University School of Social Administration. He has functioned as a member of many non-profit organization boards including The Multicultural Resource Center, The Good Shepherd Mediation Center, the Sunrise Community Development Corporation, the Imani Charter School, and the Delaware Valley Chapter of the National Conference. His professional affiliations include Pi Gamma Mu, a social science honor society; the Association for Sociological Practice; the Society for Applied Anthropology; the Association for Adult Education; the National Institute for Dispute Resolution; the American Psychological Association; the American Association for Educational Research; and the Pennsylvania Council of Mediators. Dr. Ishtai-Zee has been engaged as a consultant by many profit-making corporations as well as non-profit organizations such as AMTRAK, the School District of Philadelphia, AT&T Bell Laboratories, Digital Equipment Corporation, Philadelphia County Department of Corrections, Philadelphia Department of Human Services, Philadelphia Corporation on Aging, the Pennsylvania Department of Transportation, New Jersey Human Resources Development Institute, and the Delaware State Department of Mental Health. Numerous research and theoretical publications and paper presentations have been prepared and delivered by Dr. Ishtai-Zee at professional conferences, seminars and workshops. His areas of competence and expertise encompass intercultural communication and diversity management, conflict management, educational research, curriculum design, adult education, program evaluation, organizational development and strategic planning, participatory action research, and qualitative approaches to research (depth interviewing, narrative inquiry, and ethnography).

**Vivian Price, Ph.D.** Vivian D. Price earned her B.A. degree from Hope College, MI, and her M.A. and Ph.D. degrees in School Psychology from Temple University, PA. Her educational emphasis is diagnosing and developing interventions for students who learn differently or have disabilities. Program development for alternative educational learning environments designed to meet the needs of troubled or troubling youth has been one of her most rewarding professional achievements. In addition, her major interagency systemic collaboration with the
Department of Human Services, Juvenile Justice facilities, the School District of Philadelphia, Philadelphia Family Court, the Public Defenders Association, mental health agencies, and the Office of the District Attorney has advanced a comprehensive and coordinated seamless system for service delivery to alienated youth. She recently took early retirement from the School District of Philadelphia to become a full-time faculty member of The Lincoln University, after serving 22 years as an adjunct faculty member in the Master of Human Services program. Dr. Price’s research interest targets ethnic minority youth and relevant educational concerns; she has chaired a committee on Ethnic Minority Concerns for the American Psychological Association.

Virginia J. Smith, Ph.D., ACSW, LSW. Virginia J. Smith is a Professor in the Master of Human Services Program at The Lincoln University, where she teaches social science research and planning. She is also the coordinator for the BHS FLEX Program, a new undergraduate program for adult learners working in the field of human services. Her research interests are intergenerational health issues, with particular focus on gerontology. She is also interested in health disparities among minorities. Dr. Smith has over 30 years of experience in the field of human services. Her work has included direct social work services to individuals and families; education and training; research; program planning and evaluation; and administration. These experiences include over 10 years with the University of Pennsylvania in various positions such as Director of Training in a center devoted to studying disability and rehabilitation among older adults; Director of Research at Mercy-Douglass Corporation, a community based health, housing and human services organization providing an array of services to older adults in the West Philadelphia area; and Assistant Director of the Planning Department at the Philadelphia Corporation for Aging. Dr. Smith has a Ph.D. in City and Regional Planning from the University of Pennsylvania (1990). Her area of concentration during her doctoral studies was social analysis and planning for the older population. She also holds a Master of Social Work Degree from the University of Pennsylvania (1972). She is a member of the Academy of Certified Social Workers of the National Association of Social Workers and a Licensed Social Worker in the State of Pennsylvania. Dr. Smith completed her undergraduate work at Temple University, receiving a Bachelor of Science Degree (1968).

Linda J. Stine, Ph.D. Linda J. Stine is a Professor in the Master of Human Services Program at The Lincoln University, where she has taught writing to adult students since 1979. Her main interest is teaching with technology; she has presented frequently at national conferences sponsored by the National Council of Teachers of English (NCTE) and Conference on College Composition and Communication (CCCC), and has published several articles on computer-mediated writing instruction, the most recent being "The Best of Both Worlds: Teaching Basic Writers in Class and Online," which appeared in Journal of Basic Writing, fall 2004, "Just What Is ‘Basic’?: Computer-enhanced Basic Writing for a Nontraditional Graduate Program," published by Hampton Press in 2007 in Basic Writing in America, Eds. Nicole Greene and Patricia McAllister, and "Teaching Basic Writing in a Web-enhanced Environment,” Journal of Basic Writing, Spring 2010, Vol. 29, #1, and “Basically Unheard: Developmental Writers and the Conversation on Online Learning,” in Teaching English in the Two Year College, December 2010. She has also authored the instructor’s manuals for two basic writing textbooks published by Bedford/St. Martin’s, Writing First and Foundations First. Since 1987, Dr. Stine has taught all her basic writing
classes in a computer lab. She developed and teaches an online professional writing course in the Lincoln’s new MHSA Program. Her current research interest is developing an on-line academic support services website and a system of e-tutors for use by Lincoln’s graduate students.

**James C. Wadley, Ph.D.** Dr. James Wadley is an Associate Professor and Director of the Master of Human Services Program at The Lincoln University. His research focuses on HIV/AIDS prevention and sexuality decision-making processes of young adults. In addition, his research efforts have explored the affective, cognitive and behavioral experiences of suburban African American adolescents. Finally, he has an interest in the challenges and experiences of noncustodial parents. James is a licensed professional counselor in the States of Pennsylvania and New Jersey. Gifted and seasoned, Dr. Wadley is one of the nation’s best sexuality educators and therapists with a focus on intimacy building in relationships, addiction, parenting, and values clarification. Dr. Wadley received his Doctorate of Philosophy degree in Education from the University of Pennsylvania with a concentration in Educational Leadership and Human Sexuality Education and holds a clinical postgraduate certificate from the Council for Relationships in Philadelphia. He has a Master of Education degree in School Psychology from the University of Kentucky. Finally, he completed his Bachelor of Arts degree in Psychology from Hampton University.

**Frank P. Worts, MSW.** Frank P. Worts has over 35 years’ experience in the aging, health, and social service fields. As a consultant, Mr. Worts has provided consultation and training on case management, aging related issues, mental health, housing, quality assurance, management and technology on the local regional and national levels. Mr. Worts presently is an assistant professor at The Lincoln University in the Master of Human Services Program. Mr. Worts has also taught at Temple University in the School of Social Administration, the University of Pennsylvania in the Masters of Social Gerontology Program, and Arcadia University, Glenside PA. Mr. Worts was the Coordinator of Continuing Education for the Multidisciplinary Center on Aging at The Lincoln University where, in conjunction with the Center on Aging at the University of Pennsylvania, he participated in the development and implementation of computer training for over 650 older persons and professionals working in fields of health and human services. Presently Mr. Worts is pursuing a Ph.D. in Education with a specialty in technology from Walden University, and is scheduled to graduate in 2014.
Appendix C: Three-year budget analysis (Please see Excel document attached).
APPENDIX D:

Council for Standards in Human Services Education  
National Standards: Master’s Degree in Human Services

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<tr>
<th>CSHSE Standard</th>
<th>Human Service Delivery Program Course</th>
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<tbody>
<tr>
<td>1. History</td>
<td>Theories of Interventions II (HSD 722)</td>
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<td>Standard 9: The curriculum shall include</td>
<td>Social Policy and Program Evaluation</td>
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<td>the historical development of human</td>
<td>(HSD XXX)</td>
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<td>services.</td>
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<td>2. Human Services</td>
<td>Theories of Intervention I (HSD XXX)</td>
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<td>Standard 10: The curriculum shall include</td>
<td>Group Dynamics (HSD 731)</td>
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<td>knowledge and theory of the interaction of</td>
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<td>human systems including: individual,</td>
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<td>interpersonal, group, family, organizational,</td>
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<td>community, and societal.</td>
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<td>3. Human Services Delivery Systems</td>
<td>Capstone: Human Services Delivery (HSD 754)</td>
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<td>Standard 11: The curriculum shall address</td>
<td>Social Policy and Program Evaluation</td>
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<td>the scope of conditions that promote or</td>
<td>(HSD XXX)</td>
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<td>inhibit human functioning.</td>
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<td>4. Information Management</td>
<td>Action Research (HSD 744)</td>
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<td>Standard 12: The curriculum shall provide</td>
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<td>knowledge and skills in information</td>
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<td>management.</td>
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<td>5. Program Planning and Evaluation</td>
<td>Social Policy &amp; Program Evaluation (HSD XXX)</td>
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<td>Standard 13: The curriculum shall provide</td>
<td>Capstone: Human Services Delivery (HSD 754)</td>
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<td>knowledge, theory, and skills in systematic</td>
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<td>analysis of service needs; selection of</td>
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<td>appropriate strategies, services, or</td>
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<td>interventions; evaluation of outcomes.</td>
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<td>6. Interventions and Direct Services</td>
<td>Theories of Interventions (HSD 722)</td>
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<td>Standard 14: The curriculum shall provide</td>
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<td>knowledge and skills in direct service</td>
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<td>delivery and appropriate interventions.</td>
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<td>7. Interpersonal Communication</td>
<td>Capstone: Human Services Delivery (HSD 754)</td>
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<td>Standard 15: Learning experiences shall be</td>
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<td>provided for the student to develop his or</td>
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<td>her interpersonal skills.</td>
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<td>8. Administrative</td>
<td>Case Management (HSD XXX)</td>
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<td>Standard 16: The curriculum shall provide</td>
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Proposal MHSD program, page 15 of 16
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<th>Standard</th>
<th>Description</th>
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<tr>
<td>9. <strong>Client-Related Values and Attitudes</strong></td>
<td>The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</td>
<td>Professional Ethics in Client Care (HSD XXX)</td>
</tr>
<tr>
<td>10. <strong>Self-Development</strong></td>
<td>The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</td>
<td>Life Span Development (HSD 712)</td>
</tr>
<tr>
<td>11. <strong>Field experience</strong></td>
<td>Field experience is a learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently taught in the classroom. It should be an integral part of the total education process.</td>
<td>Capstone: Human Services Delivery (HSD 754)</td>
</tr>
<tr>
<td>20. <strong>Capstone experience</strong></td>
<td>The program shall provide a capstone experience that demonstrates conceptual mastery of the field of professional practice; for example: a portfolio, project, or thesis. Provide rationale for each option offered.</td>
<td>Action Research (HSD 744)</td>
</tr>
</tbody>
</table>

Capstone: Human Services Delivery (HSD 754)