CSHSE Member Handbook:
Self-Study and Accreditation Guide
July 2018

Council for Standards in Human Service Education

Assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process

http://www.cshse.org

CSHSE Member Handbook: Accreditation and Self-Study Guide
The policies in this manual will be in effect from July 1, 2018 to June 30, 2019

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Introduction and Organization of Document

The Council for Standards in Human Services Education was created in 1979 and is the only national accrediting body for human service degree programs. The National Standards set forth by the Council have been confirmed through independent and Council research as well as the self-studies of various institutions over the years. The membership consists of degree programs that sustain the work of the Council through membership dues.

This *Member Handbook: Accreditation and Self-Study Guide* was created to inform members of the policies and procedures set by the Council Board and to assist members in the accreditation, interim report and review Self-Study, and reaccreditation processes. This handbook is updated regularly, and the most current version is on the Council website at http://www.cshse.org.

The document is divided into five sections. *Section I* defines membership, the conditions for accreditation, interim report, and reaccreditation, and the specific policies and procedures related to retention of membership and accreditation as well as payment. In *Section II*, the details and procedures of the accreditation, interim report, and reaccreditation processes are defined, with Section III giving more details related to the Self-Study process and Section IV giving more details on the site visit process. The handbook is intended for use throughout the accreditation process, and information that is pertinent to various steps of the process is intentionally repeated with the hope that the Members will not inadvertently miss policies that affect them.

The Board of Directors is committed to fulfilling the vision and mission of the Council with integrity and professionalism. Through membership, Programs join the Council in the work of promoting high quality educational experiences that assure human service professionals who enter the field prepared to work with diverse clients in diverse settings with diverse goals and objectives related to a common thread of social justice. This document provides members a resource for understanding the framework for the Council's work, the responsibilities and rights of members, and the principles that inform our practice.

Questions or comments on this document can be directed to the President, Vice President of Accreditation, or any Board Member-at-Large. Contact information is available on the website.

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Section I: Membership and Accreditation, Interim Report and Review, and Reaccreditation Policies

Membership in the Council

Note: The acronym CSHSE and the word Council are used interchangeably throughout this guide.

Programs can become members of the Council before they are accredited, and some Programs remain members without ever becoming accredited. Members join the Council in its commitment to improve the quality, consistency, and relevance of human service education programs and assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process.

Programs cannot become accredited without first becoming members of the Council. In addition, Programs must maintain current membership through annual dues as a condition of accreditation (check the website for the current fee structure).

All members benefit from the work of the Council. Board Members-at-Large and Executive Board Members are available to consult with any member regarding program and curriculum standards. All members have the same voting privileges whether or not they are accredited.

Membership is annual. Membership invoices are mailed in April with fees due by July 15. The completed membership application and membership fee should be submitted as instructed on the form which is available on the Council website. Programs with more than one site can apply for one membership with an additional fee per site. Only one membership fee is required for programs that offer human services degrees at more than one degree level (see Appendix D). An application for membership can be downloaded from the Council website at http://www.cshse.org.

Membership Payment, Policies, and Procedures

- Membership follows the fiscal year, July 1 thru June 30.
- Programs can support the work of the Council through active membership, whether or not the program is accredited.
- To become a member, complete the *Membership Application* found on the Council website and submit it with a check for the membership dues to ASCENT Management.
- Membership dues must be paid on an annual basis concurrent with the academic year, July 1 through June 30, as follows:
  o The Membership due is $500 for the July 2018 fiscal year.
  o Invoices are mailed on April 1; payment is due no later than July 15.
  o If payment has not been received by September 15, a second billing is sent with a late charge of $25.
  o If the annual dues and late charge are not received by October 31, a letter is sent advising the Program that membership has lapsed.

- Programs that have multiple sites pay the membership fee for the first site and a $50 fee for each additional site. [Example, a program that is delivered at four sites will pay the full application fee for the first site and additional fees for each of the other three sites: $500 plus $150 for a total of $650].
- Dues will be prorated the second year for programs that become members during the year, giving credit for unused dues during the first year. For example, if a Program joins the Council in October, they pay the fee for a full year. When invoices are sent the following year, they will be given credit for four months (July through October).

General Conditions of Accreditation, Interim Report and Review, and Reaccreditation
- Programs must be current members of the Council. Continuous membership must be maintained and membership fees must be paid in a timely manner.
- Current membership must be maintained as a condition of accreditation. If membership lapses for non-payment, accredited programs are notified by mail that the accreditation has lapsed.
- Program accreditation that has lapsed for non-payment can be reinstated within 90 days of October 31 by paying the outstanding membership fee, the late charge, and a reinstatement charge.

Accreditation Payment, Policies, and Procedures

- Complete the application for Accreditation, Interim Report and Review, or Reaccreditation application form and submit it with the accreditation fee of $500 to ASCENT Management. Forms are available on the website.
  - Programs that have multiple degree levels pay a single membership fee but must submit an application and a separate accreditation fee for each degree level. [Example, if an institution is seeking accreditation for both an associate and baccalaureate degree program, the accreditation fee would be $1000)
  - Programs that are delivered at multiple sites pay the accreditation fee for the first site and a $50 fee for each additional site. [Example, a program that is delivered at four sites will pay the full application fee for the first site and additional fees for each of the other three sites: $500 plus $150 for a total of $650].
  - Programs that use different curricula at each site must apply for membership, accreditation interim review and reaccreditation as separate sites.
- Applications and fees for initial accreditations may be submitted anytime during the fiscal year. Interim Report and Review applications and Reaccreditation applications must be submitted 6 months prior to the end of the accreditation period. (If a program is accredited in June, the application and payment must be submitted by January).
- Programs that use different curricula at each site must apply for membership, accreditation, interim review, and reaccreditation as separate sites.
- A Self-Study, in compliance with the National Standards and the Council policies for writing and submitting electronic self-studies, must be sent to the designated Board Member-at-Large, Vice President of Accreditation, and each of the assigned readers.
- All deadlines must be met.
- A Self-Study is required every 5 years. After the recognition of the initial accreditation, a

Program must provide an interim report during the 5th year, and seek reaccreditation with a required site visit during the 10th year.
- Programs that allowed accreditation to lapse either for non-payment of membership dues OR by not submitting a Reaccreditation application and the reaccreditation fee at *least six months prior to the ending date of the current accreditation*, must begin the process as if they have never been accredited. Official records will show the lapse in accreditation.

Additional Conditions for Initial Accreditation
- Programs seeking accreditation must have "human services" in the name of the program.
- Programs apply for initial accreditation by completing an Application for Accreditation and submitting it with the accreditation fee as stated on the form.
- A letter giving Notice to Proceed will be sent to the program from the Vice President of Accreditation.
- Programs have two years from the date of the Notice to Proceed to complete the initial accreditation process (Self-Study and Site Visit).
- No extensions are granted. Programs not completing within two years are invited to reapply.

Additional Conditions for Interim Report and Review
- Five years after initial accreditation and at 10-year intervals thereafter, a Self-Study is submitted as an Interim Report for review.
- Programs apply for reaccreditation by submitting an *Application for Interim Report and Review or Reaccreditation* (see the Council website) and submitting it with the appropriate fee as stated on the form.
- A site visit is not required for the Interim Report and Review.
- If the Board approves the Self-Study, accreditation is extended for an additional five years.
- Programs that cannot meet deadlines due to extenuating circumstances may request an extension of up to one year by submitting a letter of request to the Vice President of Accreditation. When an extension is granted, accreditation will be continuous from the date the accreditation was due. For example, if an extension was granted from May 2012 to May 2013, reaccreditation approval (if granted) will be from May 2012 through May 2017.

Additional Conditions for Reaccreditation
- Ten years after initial accreditation and at 10-year intervals thereafter, a Self-Study and site visit is required for reaccreditation.
- A reminder letter will be sent after the February Board meeting.
- Programs apply for reaccreditation by submitting an *Application for Interim Report and Review or Reaccreditation* (see the Council website) and submitting it with the appropriate fee as stated on the form.
- The reaccreditation process should be completed by the anniversary date of the initial accreditation. For example, if the Program is accredited for June 2015-June 2020, the Self-Study should be completed and ready for consideration at the June 2020 Board Meeting.
- When a site visit (typically two Site Visitors) is required, the Program bears all costs of the site visit. Programs pay a flat fee of $2000 per site visitor. This fee covers travel, lodging, and meals of the site visitor.
- Programs that cannot meet deadlines due to extenuating circumstances may request an

extension of up to one year by submitting a letter of request to the Vice President of Accreditation. When an extension is granted, accreditation will be continuous from the date the accreditation was due. For example, if an extension was granted from June 2015 to June 2016, reaccreditation approval (if granted) will be from June 2015 through June 2020.

Use of CSHSE Logo in Promotional Materials

Accredited members of the Council are listed on the CSHSE website and can include the Council logo in promotional materials along with the statement, "Accredited by the Council for Standards in Human Service Education."

Non-accredited members are also listed on the website but **do not have permission** to include the Council logo in any materials or media. They cannot claim or imply that they are accredited. If accreditation has lapsed, regardless of the reason, statements of accreditation must be dropped from all materials. Programs that misrepresent the use of the CSHSE logo will be notified by mail to remove the logo from all publications.

Section II: Accreditation, Interim Report and Review, and Reaccreditation Processes

Resources for the Accreditation/Reaccreditation Process

Three key resources are essential for accreditation/reaccreditation: **The Member Handbook: Accreditation and Self-Study Guide, the Board Member,** and **the CSHSE website.** The Member Handbook and contact information for Board Members can be downloaded from the website.

The Member Handbook: Accreditation & Self-Study Guide describes the requirements and process for completing the Self-Study and accreditation, interim report and review, and reaccreditation processes. Make certain you have the most current version by downloading a copy from the Council website at: http://www.cshse.org

Your most important resource in the accreditation/reaccreditation process is the Vice-President of Accreditation and Board Member-at-Large, who acts as a consultant to the Program during the Self-Study process

Roles of Council Board Members and Management Association

President -Posts accreditation dates and decision letters on the CSHSE website, updates Program and SAI links and sends the accreditation certificate and letter to the program contact.

Vice President of Accreditation (VPA) – Coordinates the Council's actions regarding accreditation including assigning a Board Member representative, Readers, and Site Visitors, consulting with programs and Board Members-at-Large, and providing

formal and informal feedback on Board actions.

Board Member-at-Large – Serves as a consultant to the Program throughout the accreditation process and is an advocate for the Program. The Board Member-at-Large is not assigned to accreditation/reaccreditation activities if there is a known affiliation with the Program.

Self-Study Readers – The Self-Study readers are members of the Board or qualified individuals approved by the Board who independently examine the Self-Study report to determine whether the Program has provided evidence of meeting the Standards. Each reader is required to submit a written report to the Lead Reader. These reports are due within 45 days of receipt of the Self-Study by all readers. Readers may request additional information in their reports. Self-Study Readers do NOT give feedback directly to Programs. The feedback from Readers is confidential and available only to Board members. Programs are required to refrain from direct contact with the assigned readers during the accreditation process.

Site Visitors –The Site Visitors are selected from the Self-Study Readers. The Lead Reader also serves as the Lead for the Site Visit. The Lead Site Visitor approves the itinerary prior to the site visit and take the lead during the site visit. The Site Visitors give an informal report to the Program during an exit interview, but they are not allowed to commit to approval of accreditation or reaccreditation. The Lead compiles all reader reports and submits an objective formal report of their observations, findings, and recommendations. Once the Lead report has been sent, the Site Visitors are no longer involved in the process. The Board is not bound by the recommendations of the Site Visitors and must consider all reports and evidence. If there are provisions for reaccreditation, the Program should consult with the Board Member-at-Large or Vice President of Accreditation, not the Site Visitors or readers, regarding the process of addressing any provisions.

ASCENT Management- All membership and accreditation applications, dues, and fees will be processed by the management association. ASCENT will confirm all receipts of applications and fees with the Vice President of Accreditation and Treasurer.

Steps in the Accreditation, Interim Report and Review, and Reaccreditation Process

Step 1: Submit the Accreditation or Reaccreditation Application and Fee.

Complete the application for accreditation, interim report and review, or reaccreditation and submit it with the appropriate fee to the address stated on the form.

- For initial accreditation, the Vice President of Accreditation reviews the application and notifies the Program and Board Member-at-Large that the program may proceed with the Self-Study. The Program has two years to complete the Self-Study and Site Visit. However, the Program may not proceed until the areas identified on the application that do not meet the Standards have been addressed.
- For reaccreditation or the interim report and review, submit the appropriate application and fee in accordance with the timelines.

- Refer to Appendices for CSHSE accreditation policies before writing the Self-Study

Step 2 Board Contact

After the application is submitted, the VPA will assign a Board Member-at-Large for consultation during the process. The Council is organized with Officers and Board Members-at-Large who work with specific program degree levels, online instruction, or Multi-Site programs.

The Board Member-at-Large consults with the program throughout the accreditation process in the following ways: (a) responds to questions regarding the process, the requirements for the Self-Study, and the National Standards and (b) may review written sections of the Self-Study and provides feedback.

A Board Member at Large cannot be asked to serve as an editor for a Self-Study. The Board Member serves only as a consultant. If a Board Member-at-Large approves work done within the Self-Study, this approval is no guarantee that the program will be accredited by the CSHSE Board. More specific instructions for completing the Self-Study are included in Section III: Self-Study.

Step 3: Timeline

Develop a timeline for completing the accreditation process. The Council Board meets three times a year in February, June, and October. For the Self-Study to be considered at a meeting, deadlines must be met. See the Schedule of Timelines.

Step 4: Complete the Self-Study.

Allow 3 to 6 months to complete the Self-Study. This can vary greatly depending on your institutional requirements, whether or not curriculum changes are required, and the amount of time faculty and staff can commit to the process. **All self-studies must be written using the Self-Study template for the appropriate degree level.** The Self-Study template can be downloaded from the website: http://www.cshse.org
- For initial accreditation, programs have two years from the date of the letter to submit the Self-Study and complete the site visit. Please note that you will need AT LEAST 5 electronic copies of the self- study, 4 for the council and 1 for your own records.
- For the interim report and review or reaccreditation, the process must be completed within the scheduled timelines

Consider this projected time allotment when writing the Self-Study (adapted from time data collected by Harrisburg Area Community College's Self-Study process.)

Hours	Major Activities
2.0	Formulate budget for accreditation/ reaccreditation and submit to appropriate Institutional departments

6.0	Form Self-Study committee, divide tasks, and meet monthly for updates
7.0	Compose matrix of curriculum illustrating how courses align with accreditation standards; Review course syllabi and course curriculum with faculty, elicit faculty feedback; finalize Matrix
5.0	Review and if needed, develop surveys for students, graduates, employers, and faculty; Collaborate with Institutional Research Office; Compose distribution lists; Distribute surveys, collect data, and analyze data
6.5	Collaborate with Institutional Research office to collect available student achievement indicators, identify and collect student learning outcomes
1.0	Collaborate with Financial Officer to obtain program budget for Program and any additional sites
6.0	Collect information on support services: Library resources, Student Services resources, Technology resources for students, faculty, and staff.
1.0	Accreditation/Reaccreditation application finalized and submitted;
15.0	Phone consultation with faculty; merge all input into narrative; editing; Table of Contents update; cross-reference each appendices item with narrative; send email update to committee with progress report
20-25	Write Self-Study narrative (collate committee reports and write in one voice)
7.5	Team reviews Self-Study draft
4.0	Ensure all appendices include documented evidence to verify narrative
3.0	Ensure that all links within the narrative function without passwords, web link to Student Achievement Indicators is included in Standard 4
3.0	Proofread for spelling, grammar. Make sure narrative is written as one voice
8.0	Review narrative revisions with faculty, advisory committee, administrators, finalize Self-Study
3.0	Save Self-Study to flash drives, test links on all flash drives; request readers, mail to readers and verify receipt
98-103 hours	Approximate time to write Self-Study

Step 5: Obtain a list of Self-Study Readers.

To request readers, contact the Vice President of Accreditation. The VPA assigns

a minimum of three readers who independently review the Self-Study. Do not request readers until you are nearly ready to submit the Self-Study (e.g., 2-3 weeks prior to final completion of Self-Study). At this time, the Program may request that a specific individual not be assigned as a reader because of a perceived conflict of interest. If a site visit is required, two of the readers, one of whom will be the lead reader, will also be the Site Visitors.

- For Online Programs, at least one reader will have appropriate experience with distance/online instruction. If a site visit is required, one Site Visitor will have appropriate experience with distance/online instruction (see Appendix D).
- For Institutions/Programs that offer Human Services degrees at more than one level, a separate team of readers, with no less than three readers per Self-Study, will be assigned to evaluate the Self-Study for each degree level. One reader from each team will be identified as the Lead Reader/Site Visitor (see Appendix D).

Step 6: Submit the Self-Study.

All initial accreditation/reaccreditation self-studies must be submitted electronically. See Appendix F for details about the submission format and the requirements for the appendices/attachments. When the Self-Study is ready to be submitted, the Program mails electronic Self-Study copies directly to the readers at the addresses furnished by the Vice President of Accreditation as follows:

> One copy to the Board Member-at-Large
> One copy to the Vice President of Accreditation (official Council copy)
> One copy to each of the assigned readers
> One copy retained by the Program.

A signed original Certification of Self-Study (Appendix G) must be included with each copy. For electronic submissions, a PDF copy of the original certification page will satisfy this requirement.

Step 7: Follow-up on Self-Study receipt.

Contact the readers, the Vice President of Accreditation, and the Board Member-at-Large to make certain the Self-Study copies were actually received. From this point forward, the Program will have no direct interaction with the assigned readers. All questions must be directed to the Board Member-at-Large or the Vice President of Accreditation. A site visit is scheduled if a majority of the readers report evidence of sufficient information to proceed. If not, the Lead Reader submits a Request for Additional Information Prior to Board Action to the VPA.

Step 8: Schedule the Site Visit.

Site visits are required at initial accreditation and every 10 years thereafter. The Lead Reader will inform the VPA when the Program is approved to proceed with the site visit the VPA will notify ASCENT Management, LLC, who will invoice the Program for the site visit fees. The Program works directly with the Lead

Reader/Site Visitor to set the dates and itinerary of the site visit, and to assist in travel and lodging arrangements. See the Suggested Site Visit Itinerary beginning on page 36 in this document.

- For **Online Programs,** the site visit should be arranged at a primary location where the suggested itinerary can be completed. Technology may be used as appropriate (see Appendix D).

- For **Multi-Site Programs,** one third of all sites, including the primary site, will be visited. Technology may be used as appropriate (see Appendix D).

- For **Institutions/Programs that offer Human Services degrees at more than one level,** a single site visit will be conducted if self-studies for all degree levels are submitted concurrently. If self- studies are submitted at different times, a separate site visit for each program is required. In addition, the length of the site visit may be extended when an institution seeks concurrent accreditation for two or more degrees (see Appendix D).

Step 9: Arrange Site Visitors travel and accommodations.

The Program works with the Lead Reader to arrange the site visit. Two site visitors will conduct the site visit. ASCENT will invoice the program when the request for a site visit is received from the Lead Reader. Programs are responsible to submit the flat fee of $2000 per site visitor to ASCENT. The program will have 45 days to pay this invoice. The flat-fee payment covers all expenses incurred by the Site Visitors, including travel to and from airports of departure and arrival, meals, lodging, and incidentals. CSHSE will then reimburse the Site Visitors directly for all travel expenses. Should the site visit not proceed for any reason, the Site Visitor fees will be refunded.

Step 10: Board takes action.

Approval of the accreditation is a Board decision. The Board will take action on the Initial Accreditation, Interim Report and Review, or Reaccreditation at the appropriate Board Meeting (see schedule of deadlines) based upon Reader reports evaluating the Self-Study, Site Visitor reports, and Policies and Procedures of the Board.

See Appendix I CSHSE Policy for Board Accreditation/Reaccreditation Decisions for details of the actions that can be taken by the Board.

Step 11: Council notifies program.
The Vice-President of Accreditation notifies the Program of the action taken by the Board and of any conditions related to the decision. A link to the decision letter is also posted on the CSHSE website <u>A copy of the VPA accreditation letter must be included in the subsequent Self-Study.</u> When accreditation has been approved, the President sends a congratulatory letter and certificate of accreditation. If a program does not agree with a CSHSE Board action/decision,

it has the right to ask for reconsideration through an appeals process. See Appendix L, Appeals Policy and Procedures, for information on how to appeal a CSHSE Board decision.

Timeline and Deadlines

Accreditation is a process, and processes take time. The Council Board meets three times a year in February, June, and October to consider accreditation applications. The following timetable is based on the process in relationship to the Board meeting schedule. Deadlines indicate the <u>last date by which the actions must be completed</u> to keep the process on track for consideration at a particular meeting. Members are encouraged to complete steps earlier to assure consideration and allow for unplanned events.

The initial accreditation timeline is somewhat different from the interim report and review and reaccreditation. A Program seeking initial accreditation has two years from the date of accreditation application to complete the Self-Study and site visit. A Program seeking initial accreditation should guide the submission of the Self-Study similar to the timeline for reaccreditation with a Self-Study. The approval of the initial accreditation can take place at any scheduled Board meeting, February, June, or October.

Because of the differences in process, the timeline for initial accreditation is triggered by the submission of the application and fee. After initial accreditation, however, the timeline is established by the date of initial accreditation. For example, if your accreditation was approved through June, you should follow the June timeline.

Once a program is accredited, a complete Self-Study must be submitted every five years. When a site visit is required, the Self-Study must be approved and site visitor fees paid prior to scheduling a site visit.

Three Timelines
- Initial accreditation (requires pre-approval of Self-Study followed by a site visit).
- Interim report and review with no site visit, 5 years after initial and every 10 years thereafter.
- Reaccreditation with a site visit required 10 years after initial accreditation and every 10 years thereafter

Relative Timeline for Initial Accreditation which Requires a Site Visit

- Program submits application for accreditation and fees to ASCENT Management LLC.

- Within 30 days of receipt, the Vice President of Accreditation sends a notice to proceed. The Program has 2 years from the date of the notice to complete the accreditation process, including both Self-Study and site visit.

- When the Self-Study is completed in compliance with the National Standards and the

Council policies for writing the Self-Study narrative, the Program requests the assignment of readers from the Vice President of Accreditation.

- Within 15 days of the request for readers, the Vice President of Accreditation will identify available readers and send a Reader Assignment Form to the Program. The Reader Assignment Form will list names and contact information for all individuals who shall receive the Self-Study document.

- Within 30 days after the receipt of the Reader Assignment Form, the Program mails the Self-Study to all individuals on this form, Assigned Readers, Board Member-at-Large, and VPA. If the Program waits more than 30 days to mail the Self-Study, confirm that reader list has not changed.

- Readers will report to the VPA and Lead Site Visitor with initial assessments of the Self-Study within 45 days of receipt. [See Appendix J: Reader and Site Visitor Policy and Procedures)

- Within 60 days, the VPA notifies the Program and Lead Site Visitor of permission to schedule site visit or necessary corrections to Self-Study.

- CSHSE will invoice the program $2,000.00 per Site Visitor for site visitor expenses. The program will have 45 days from the invoice date to pay CSHSE. Site visits will not be scheduled until this invoice has been paid.

- Upon permission from the VPA, the Lead Site Visitor schedules and plans the site visit with the Program Director/Representative.

- If the site visit is completed by:
    a. February 1, the Board will take action at the February meeting.
    b. June 1, the Board will take action at the June meeting.
    c. October 1, the Board will take action at the October meeting.

- The Program will receive informal notification of Board action within 10 days after meeting.

- The Program will receive formal notification of Board action within 30 days after meeting

Timeline for Interim Report and Review:	Deadlines for Board Meetings		
No Site Visit 5 years after initial accreditation, and every ten years thereafter.	February	June	October
Submit application and fee no later than:	Aug 15	Nov 15	Apr 15
Request assignment of readers and site visitors by VP of Accreditation	Nov 15	Feb 15	July 15

Mail complete and updated Self-Study to readers (confirm receipt); readers will report to VP Accreditation and Lead Reader with initial assessments of Self-Study within 45 days of receipt. (See Appendix K: Reader and Site Visitor Policy and Procedures)	**Dec 1**	**March 1**	**Aug 1**
Informal notification of Board action after meeting	**10 days**	**10 days**	**10 days**
Formal notification of Board action after meeting	**30 days**	**30 days**	**30 days**

Reaccreditation Requiring a Site Visit:	**Deadlines for Board Meetings**		
10 years after initial accreditation and every 10 years thereafter.	**February**	**June**	**October**
Submit application and fee no later than:	Aug 1	Nov 1	Apr 1
Request assignment of readers and site visitors by VP of Accreditation	**Oct. 1**	**Jan 1**	**June 1**
Mail complete and updated Self-Study to readers (confirm receipt); readers will report to VP Accreditation and Lead Reader with initial assessments of the Self-Study within 45 days of receipt. (See Appendix K: Reader and Site Visitor Policy and Procedures)	**Nov 15**	**Feb 15**	**July 15**
Conduct site visit prior to:	**Feb 1**	**June 1**	**Oct 1**
Informal notification of Board action after meeting	**10 days**	**10 days**	**10 days**
Formal notification of Board action after meeting	**30 days**	**30 days**	**30 days**

Selection of Self-Study Readers

The Vice President of Accreditation appoints a minimum of three individuals who independently read and evaluate the Self-Study. The Program mails the Self-Study directly to each Reader, but has no further contact with the Readers once receipt has been confirmed. At this time, the Program may request that a specific individual not be assigned as a reader because of a perceived conflict of interest. If a site visit is required, two of the readers, one of whom will be the Lead Reader, will also be the Site Visitors.

Selection of Site Visitors

The Vice President of Accreditation appoints two Site Visitors who are either members of the Board or qualified individuals approved by the Board (see Appendix M). If possible, at least one Site Visitor will be from a Program of the same educational level as the Program seeking accreditation. Each Reader independently gives feedback to the Lead Site Visitor. During the site visit, issues raised by the readers will be explored.

For **Online Programs,** one Site Visitor will have appropriate experience with distance/online education (see Appendix D).

For **Institutions/Programs that offer Human Services degrees at more than one level** the Lead for each level will constitute the site visit team if the Program is seeking accreditation for two or more degree levels at the same time (see Appendix D).

Budget: Suggestions and Considerations

The following is intended as a worksheet for developing a budget for the accreditation process. All fees should be checked on the website for current information. The worksheet is not to be exhaustive; there may be additional expenses.

Description	Allow
Membership—annual dues	
Accreditation application fees	
NOTE: for Multiple sites with the same curriculum: add current fee for each additional site. For Multiple degree levels, submit accreditation fee for each degree level.	
Copies of Self-Study, cost dependent on submission decision (see Appendix F)	
Mail electronic copies of Self-Study (Board Member-at-Large, VP Accreditation, 3 readers)	
Site Visitor- flat fee paid to ASCENT Management Inc.	
Miscellaneous and other	
Estimated total cost	

CSHSE Policies Relating To Programs (Hybrid/Online Delivery, Multiple Sites, and Programs/Institutions that offer more than one degree level in Human Services)

Multiple Sites

CSHSE considers a site to be a location where the student can complete the entire program curriculum. Offering a few courses at a location is not considered a site.

Programs that have multiple sites fall into two categories (a) those that deliver a *different* curriculum at each site and (b) those that deliver the *same* curriculum at all sites. Programs that deliver a *different* curriculum at each site must be accredited as separate programs. Programs that use the *same* curriculum at all sites may be accredited together by paying an additional fee per site and demonstrating how they assure the continuity of curriculum and program delivery across those sites and how they assure consistency in the implementation of institutional policies and procedures. The program must identify and select representative sites to visit and provide appropriate technology to complete the requirements of the site visit.

Hybrid/Online Course Delivery

If more than 50% of required human service courses are offered in a hybrid/online format, the Program must allow Self-Study Readers access to audit online courses and provide appropriate technology to complete the requirements of the site visit (See Appendix D)

Institutions/Programs that offer Human Services degrees at more than one level (Associate, Baccalaureate, and Master's

A separate Self-Study, including narrative and supporting documentation, is required for each degree level for which accreditation is being sought. A separate team of readers, with no less than three readers per Self-Study, will be assigned to evaluate the Self-Study for each degree level. If a site visit is required, one reader from each team will be identified as the Lead Site Visitor.

Community Support Skill Standards

There is sometimes confusion between CSHSE National Standards and Community Support Skill Standards. The Self-Study must address the National Standards of the Council, not the Community Support Skill Standards. Addressing the Community Support Skills Standards will not address all of the National Standards or all of the Specifications of the National Standards.

The CSHSE National Standards for Human Services Education were developed in 1979 by the Council and have been confirmed through independent and Council research as well as the self-studies of various institutions over the years. They are targeted toward higher education and are inclusive of the Community Support Skill Standards with further emphasis on knowledge, theory, and professional development, extending well beyond worker and skill training.

The Community Support Skill Standards, initiated in 1993, were developed by the Human Services Research Institute (HSRI) in collaboration with the Council for Standards in Human Service Education and other partners. You can read more about the skill standards project on the HSRI website at http://www.hsri.org/

Section III: Self-Study

Organization of the National Standards

Before beginning the Self-Study, it may be helpful to consider the organization of the Standards themselves. An outline of the Standards provides both an overview of the content and a framework for conceptualizing and organizing the Self-Study. There are separate Standards for each degree level that the CSHSE accredits: Associate, Baccalaureate, and Master's. The Standards are separated into two major categories: program and curriculum. There is a total of 20 Standards for the Associate Degree level, 21 Standards for the Baccalaureate Degree level and 20 Standards for the Master's Degree level. The *Program Standards* are related to the operation, policies, and procedures of the Program. The *Curriculum Standards* are related to the coursework that defines the knowledge, theory, skills, and Field Experience requirements. An outline of the National Standards follows.

General Program Characteristics for the Associate and Baccalaureate degree levels]

Standard 1 Institutional Requirements and Primary Program Objective
Standard 2 Philosophical Base of Programs
Standard 3 Community Assessment
Standard 4 Program Evaluation)
Standard 5 Policies and Procedures for Admitting, Retaining, and Dismissing Students
Standard 6 Credentials of Human Services Faculty
Standard 7 Personnel Roles, Responsibilities, and Evaluation
Standard 8 Cultural Competence
Standard 9 Program Support
Standard 10 Evaluation of Transfer Credits and Prior Learning

General Program Characteristics for Master's degree level

Standard 1 Institutional Requirements and Primary Program Objective
Standard 2 Philosophical Base of Programs
Standard 3 Academic Advisory Committee
Standard 4 Program Evaluation
Standard 5 Standards and Procedures for Admitting, Retaining, and Dismissing Students
Standard 6 Credentials of Program Faculty
Standard 7 Faculty and Staff Roles and Evaluation
Standard 8 Program Support Personnel and Resources

Curriculum for the Associate and Baccalaureate degree levels

 A. Knowledge, Theory, Skills, and Values
   Standard 11 History
   Standard 12 Human Systems
   Standard 13 Human Service Delivery Systems
   Standard 14 Information Literacy
   Standard 15 Program Planning and Evaluation
   Standard 16 Client Interventions and Strategies
   Standard 17 Interpersonal Communication
   Standard 18 Client-Related Values and Attitudes (Associate Degree Only)
   Standard 18 Administrative (Baccalaureate level only)
   Standard 19 Client-Related Values (Baccalaureate Degree Only)
   Standard 19 Self-Development (Associate Degree Only)

 B. Field Experience
   Standard 20 (Associate degree)
   Standard 21 (Baccalaureate degree)

Curriculum for the Master's Degree level

 A. Knowledge, Theory, Skills and Values
   Standard 9 History
   Standard 10 Human Systems
   Standard 11 Human Services Delivery Systems
   Standard 12 Information Management
   Standard 13 Program Planning and Evaluation
   Standard 14 Intervention and Direct Services
   Standard 15 Interpersonal Communication
   Standard 16 Administrative
   Standard 17 Client-Related Values and Attitudes
   Standard 18 Self-Development

 B. Field Experience
   Standard 19 Field Experience
   Standard 20 Capstone Experience

General Guidelines for Preparing the Self-Study

Introduction

There are two basic purposes for writing a Self-Study.

1. The Self-Study is the foundation of the program accreditation process, and provides all the information that asserts and confirms your program's compliance with the CSHSE standards. The site visit validates evidence provided in the Self-Study. The accreditation process is confirmed through an external review process.
2. The Self-Study process also provides the opportunity for institutional benchmarking. It facilitates an in-depth analysis of the effectiveness of your human services program and identifies its strengths, uniqueness, and areas needing improvement.

The Self-Study is a report of what is currently true. Intent to comply does not suffice to demonstrate compliance. You must disclose anything required by the Standards or Specifications that is missing. If the omission is intentional, provide a rationale for the Board's consideration.

Self-Study Templates

The CSHSE Board has approved Self-Study templates for each degree level. The Program is required to complete the Self-Study narrative by using the appropriate degree level template. The templates and the accompanying Matrix Illustrating Relationship of Required Courses to Curriculum Standards can be downloaded from the CSHSE website at http://www.cshse.org/

Instructions are embedded in the template for the Required Self-Study Introductory Information and for each Standard and its Specifications. **Electronic submission is required for all Initial Accreditation, Interim Report and Review, and Reaccreditation self-studies** See Appendix F, Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies, for the specific requirements.

It is of utmost importance that navigation between the Self-Study and the supporting documents be straightforward; i.e., information must be either linked between documents with an easy return to the same place in the narrative or organized into folders that are clearly referenced and easily located.

Preparing for Accreditation

A. **Ensure current program membership in the CSHSE**

B. **Apply for program initial accreditation, interim report and review, or reaccreditation**
   1. Consider completing the Curriculum Matrix before applying. Accreditation is based on the curriculum required for program completion at the time the Self-Study is submitted, not on changes intended or in process. Curriculum changes that require lengthy institutional processes can delay accreditation
   2. Complete the application and mail it with a check to ASCENT Management. The VPA will send a "Notice to Proceed" which will include the name of the Board Member-at-Large who will be assigned to your Program for consultation during the development and writing of the Self-Study.

C. **Create a Self-Study Committee**

   1. Working with a committee can lessen the individual workload, provide multiple perspectives, and insure the integrity of the Self-Study process and report. Additionally, engagement of committee members assures a high level of investment in the continued meeting of program and curricular standards. Consider including members from some or all of the following groups: Full and part-time faculty who teach in the program, Field Placement Supervisors, members of your Advisory Committee, program alumni, and students currently enrolled in the Program.
   2. Set up a schedule of regular meetings.
   3. With input from committee members
      - Review and come to a common understanding of the standards and the Self-Study process,
      - Assess your program's current compliance with each of the standards, and
      - Develop a plan and timeline both for bringing your program into compliance with all of the standards, and for writing the Self-Study itself.

D. **Develop a *Matrix (curriculum map) of Required Courses Matched to Standards* for your program**
   1. Download a blank matrix at the appropriate degree level from the CSHSE website at http://www.cshse.org/. This matrix drives completion of the Self-Study narrative in relationship to curriculum and should be done early in the Self-Study process.
   2. **The Matrix must include all courses required for students in the program and which contribute to compliance with the Curriculum Standards and their Specifications. NOTE:** A program may have one or more specialty options or concentrations in which students are required to take courses different from the core courses required of other students. In all cases, the

program must provide a listing of courses in the Matrix, and a corresponding narrative, that assures that **all** Curriculum Standards and Specifications are met within all the required courses for each student graduating from the program.

3. **The Matrix, Self-Study narrative and syllabi must be congruent; i.e., the courses on the Matrix must match those identified and described in the narrative, and a syllabus for each required course must be attached in the appendices.** The narrative must describe how the details of the syllabi address the relevant Standard(s) and Specification(s).

4. The Matrix must follow the format of the curriculum map prescribed by the CSHSE. See **The Matrix: Illustrating Relationship of Required Courses to Curriculum Standards** for detailed instructions.

5. Identify the course numbers on the top row of the Curriculum Matrix.

6. Have faculty members who teach courses required by the program provide information concerning the Standards and Specifications addressed in each course.

7. Identify Standards or Specifications not addressed in any course.

8. Using feedback from teaching faculty and your Self-Study Committee, revise the curriculum (course descriptions, syllabi, brochures, institutional catalog, etc.) to meet all Standards and Specifications. Accreditation is based on the curriculum offered and documented at the time the Self-Study is submitted.

E. **Gather documents that support, verify, and provide evidence of compliance with each standard**.

1. Prepare a folder for each standard to organize your work.

2. Place the appropriate supportive documentation for each standard in the appropriate folder.

3. Identify what is missing or needs to be added to each folder. Have a mechanism for checking off each missing item as it is added to the folder.

4. Include documents necessary to support claims in the narrative as required by the Standards and Specifications, i.e., syllabi for all required courses, curriculum vita for each faculty, student handbook, field placement manual, college catalog, and others.

5. Include notes, thoughts, comments, advice, etc., that have come from you, your faculty, administration, and members of your Self-Study Committee concerning what to include in the narrative and appendices of your Self-Study.

Writing the Self-Study

A. Using the Self-Study Template

1. The Self-Study Template appropriate to the degree level must be used in completing the Self-Study narrative. Download the template appropriate to the degree level of your program. Identify and address each of the Specifications for a Standard within the template. The template has a "response" section following each Specification for each Standard.

2. Writing should take the readers on a well-defined and documented journey through the details of the program. The Self-Study is a report

of what is currently true. Intent to comply or future planes do not suffice to demonstrate compliance. It should be clear, written in one voice, and proofread for spelling and grammar. All external links and embedded links should function.

3. There are three essential components to a Self-Study: the Matrix, the Self-Study narrative; and the Appendices. Readers will be looking for congruency between the matrix and the narrative for the Curriculum Standards, and for appendices that verify compliance statements for all Standards.

4. Pages in the narrative and all attachments/appendices must be numbered.

5. The narrative should include a Table of Contents that includes all Attachments/Appendices.

6. Navigation between the Self-Study narrative and supporting documents must be straightforward. Information must be either linked between documents with an easy return to the same place in the narrative or organized into folders that are clearly referenced and easily located.

7. All electronic documents must be in PDF format. Attachments/appendices located on college or university websites, such as catalogs and student handbooks, must be downloaded and submitted in PDF format or must be linked with an active URL that is not password protected.

8. Self-Study Readers are not paid. They evaluate your Self-Study as a service to the field of human services. Exhibit your respect and appreciation by producing a document that is user-friendly!

B. Self-Study Narrative
1. Write the narrative in such a way to make your program "come alive" to the reader.
    a. Introduce your program to the reader by including information that is pertinent to an understanding of the Program by addressing each detail outlined in the Required Self-Study Introductory Information.
    b. The narrative must persuade the reader that each Standard and Specification has been met. Invite the reader to interpret the evidence in the most favorable light for your program.
    c. Use a consistent style and format in your narrative for explaining compliance with each Standard and Specifications. Edit for proper format, spelling and grammar.
    d. Appendices must be referenced in the narrative to provide evidence of compliance with the standards. Clearly indicate where referenced information is located in appendices (e.g., active links, tab references, page numbers, document names, etc.) and how the reader is to interpret the information.
    e. Remember to include a Glossary of Terms as they are used in the

Program and Self-Study. Include terms that may have different meanings in other settings. Define or explain all terms, acronyms, or phrases unique to your Self-Study.

C. Demonstrating compliance with each Standard/Specification
1. Explain specifically and concisely how your program currently complies with each Standard and all of its associated Specifications.
2. The Matrix aligns the standards to specific courses. For curriculum standards, there must be congruence between the narrative, matrix, and syllabi.
3. The narrative describes how the curriculum standards are met in the Program courses. This is done by highlighting lectures, assignments, projects, or other activities appearing in syllabi that address particular Standards and Specifications.
4. The explanation of how your program complies must always include reference(s) to a specific appendix or source where the reader can find evidence to verify your claim(s). If the highlighted assignment, project or activity is not included in the course syllabus, include it in an appendix.

D. Description on how to respond in Self-Study narrative for Standards 11-19

1. Include only those courses on the Matrix that are most representative of compliance and refer to each of these courses in the narrative for the Standard.

Standard #xx

Specification a.
Response:
   Course #1: Explain how this course addresses this Specification.
 	
   At the completion of the explanation state:
   Found in: Provide link to course Syllabus
   Assessment Tool(s): direct reader to appropriate reference in Syllabus, i.e., specific course objectives, exams, assignments, specific chapter in course textbook, etc.
 	
   Course #2: Explain how this course addresses this Specification
 	
   At the completion of the explanation state:
   Found in: Provide link to course Syllabus
   Assessment Tools (s): direct reader to appropriate reference in Syllabus, i.e., specific course objectives, exams, assignments, specific chapter in course textbook, etc.
 	
   Course #3 and so on

Specification b (follow same format as above

Example Format for a Curriculum Standard and Specification

Example of a Curriculum Standard Response

3. Human Services Delivery Systems

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

Specifications for Standard 13: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

Demonstrate how the following are included as a major emphasis of the curriculum:
NOTE: *Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and or specific assignment for verification.*

a.	The range and characteristics of human services delivery systems and organizations.
	Response:
	HS 101 Overview of Human Services This course introduces students to the range of human service organizations and delivery systems primarily through the required 20 hours of volunteer service at a human service agency. For this assignment they use Volunteer ___, a campus organization that facilitates volunteerism. Students choose a volunteer site from a long list of organizations. After they complete their volunteer work, they create a PowerPoint Presentation on the experience to present to class. In addition, representatives from at least four human service agencies speak to the class during the semester.
	• Found in: HS 101 Master Syllabus
	• Assessment Tools: Volunteer Reflection Paper and Human Service Agency Paper and Presentation
	HS 220 Fundamentals of Nonprofit Organizations requires students to read Chapter 3 Theories of the Nonprofit Sector and

	Nonprofit Organizations. This reading provides students information about the characteristics of nonprofit organizations with a particular emphasis on 501 (c) 3 organizations that are typically exemplified by human and social service organizations. Students also learn about the organizational differences between public, nonprofit, and private agencies. The reading is reinforced with an online voice over PowerPoint lecture. • Found in: HS 220 Master Syllabus and D2L Platform • Assessment Tool: Exam **HS 295-Advanced Internship (NP)** In the course seminar students are exposed to a range of human service delivery systems and organizations as they share their internship experiences in class. Additionally, through the poster presentation assignment, they share the characteristics of the individual human service organizations (HSO). • Found in: HS 295 (NP) Master Syllabus and D2L Platform Assessment Tools: Agency Profile Assignment (Written and Oral), Competency Log, and Site/Field Supervisor Evaluation
b **OR**.	The range of populations served and needs addressed by human services. **Response:** The introductory course, HS 101 Overview of Human Services, familiarizes students with a range of populations served and needs addressed by human service professionals. This class is replete with examples of populations in need of human services. Videos on Poverty and Homelessness are shown to students. Class lectures focus on mental illness and immigration. Students discuss the various at-risk populations in class. Students create a local community resource guide for a designated population. Within HS 135-Cultural Competence students are required to master an understanding of the range of populations served and needs addressed by human services professionals through completion of a book review, a community analysis paper, and through a group project on developing an agency**.** **Links:** **HS 101 course syllabus** **HS 135 course syllabus** **Appendix V Special Assignments (see "Knowing Your Community", "Building a Community", "Agency Overcome"**
c. Readers' Perspective	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning. **Response:** The writing style varies based upon the individual writer. The writer must be **clear in the description and provide evi**dence that verifies the content of the narrative. The Self-Study Readers can only verify compliance with the

	Standard and Specification when the narrative clearly aligns the courses listed in the Matrix with the Standard Specification and demonstrates compliance with specific documentation that demonstrates student learning or program compliance.

E. Complete the Self-Study Completion Checklist
   1. This assures you that all sections of your Self-Study are completed in accordance with the guidelines.
   2. The Self-Study Completion checklist is included in Section V, Appendix F.
   3. Common Errors in Writing a Self-Study
      - Failure to include Certification of Self-Study page (See Appendix H).
      - Failure to include the Required Introductory Information.
      - Failure to assure congruency between the courses identified on the Matrix and the course described in the narrative for the Curriculum Standards.
      - Failure to identify and address all Specifications for each Standard in the narrative
      - Failure to be sufficiently specific in describing compliance with a Standard and its Specifications.
      - The Self-Study is not organized in a user-friendly manner: the reader has to search for information and/or navigation between the Self-Study and supporting documents is difficult.
      - Sections are not clearly identified or linked.
      - Documents are missing; i.e., curriculum matrix, syllabi, advisory committee minutes, field placement manuals, student handbooks, forms such as evaluation forms and learning contracts, college catalog, etc.
      - The format for the narrative portion is not consistent throughout.
      - The narrative has not been sufficiently edited for spelling and grammatical errors. Errors distract readers from the content.
      - Narrative does not guide the reader in interpreting evidence provided in the appendices.
      - Pages in the narrative are not numbered.
      - Data are inconsistently referenced throughout the Self-Study. For example, the number of females in the program may be one number in the narrative and another number in the Appendix (e.g., in the college catalog).
      - The narrative lacks sufficient data to support compliance with the Standards so that the reader is asked to assume compliance without sufficient information.
      - Compliance statements lack specificity and do not explain how a program complies.

F. Electronic submission of Self-Study Narrative (Appendix F).
   1. The Self-Study narrative and all appendices/attachments must be submitted on a Flash Drive to all contacts on the Reader Assignment Form.

Self-Study Introductory Information

Certification of Self-Study Page

This page must be included at the very beginning of the Self-Study, be in the correct format with all the required information. If it is absent, readers will not proceed with reading and evaluating the Self-Study. The format for this page is in Appendix G.

General Introduction to the Program

The introductory section of the Self-Study must provide essential background information, context, and perspective for the readers. The Program is invited to place other information in this section that will assist readers in understanding the development, current circumstances, or future directions of the Program. For example, a Program might want to describe the current or eminent restructuring of the larger unit in which the Program is housed, changes in institutional emphasis, legislative changes, new faculty, research grants, special programs or projects, or other details that enhance contextual understanding of the readers. Follow the outline below.

A. **Required Introductory Material: General Introduction to the Program** [This in included in the Self-Study Template]

1. **Specify the degree(s) offered for which accreditation is being sought.**

2. **Describe the institution.**
   a. Describe the organizational structure, whether state or private, age of institution, brief history, and so on.
   b. Describe the institutional context of the Program. For example, include organization charts and structure, goals, and objectives. What levels of degree are offered by the institution? For large programs with multiple sites, organizational charts are extremely helpful to the readers.

3. **Describe the Program** (Do not duplicate information requested in the Specifications for Standard 1.)
   a. Briefly describe the strengths of the Program and any attributes that make the Program unique.
   b. Describe institutional course requirements for all students and explain how they prepare students for study in the human services program. For example, describe general education or liberal arts requirements of the institution.
   c. Include any other background information that may be pertinent such as action plans for identified problem areas, changing enrollment patterns, marketing strategies, or institutional or curricular restructuring.

4. **Interim Report and Review and Reaccreditations only**
   a. Include a copy of the letter from the Vice President of Accreditation (VPA) sent at the time of the prior accreditation notifying the Program of the disposition of the application for accreditation.
   b. Describe how each condition in the VPA letter has been addressed.

  c. Describe any major program changes since the prior accreditation.

  d. Describe any major curriculum changes since the prior accreditation.

5. **If the Program is delivered at multiple sites,**

  a. For each site:
- Describe the physical location and any unique characteristics.
- Identify the faculty, directors, and staff.
- Describe the student population.

  b. Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites.

6. **Hybrid/Online course delivery: If more than 50% of required human service courses are offered in a hybrid/online format, the program must:**

  a. Provide a narrative and documentation that assures compliance with all Standards and Specifications.

  b. Document how they assure that students enrolled in the program or course(s) are who they say they are;

  c. Demonstrate that common learning outcomes/objectives exist for both face- to- face and hybrid/online delivery.

  d. Provide documentation that the program provides adequate technical training and support for students and faculty.

7. **Include a glossary of terms as they are used in the Self-Study and Program materials e.g., appendices) to provide clarity for the Self-Study Readers.**

The Matrix: Illustrating Relationship of Required Courses to Curriculum Standards

The Matrix is a curriculum map that is designed as a graphic index to help Programs, Self-Study Readers, and Site Visitors identify where Standards are met within the Program curriculum. The Matrix illustrates where and to what degree each Specification is met in the curriculum and identifies any Specifications that are not met**. Remember**: The Matrix must include all required courses for students in the program, and those that contribute to compliance with the Curriculum Standards and their Specifications. Electives do not need to be included. They may be addressed in describing the uniqueness of the program.

The curriculum must be modified to meet all Standards and Specifications. It is important, therefore, to map the curriculum early in the Self-Study process in order to complete the Self-Study in a timely manner. Consult with the Board Member-at-Large or Vice President of Accreditation if clarification is needed.

A matrix, similar to the following example, must be prepared and included in the Self-Study Report at the beginning of the curriculum section. Each Specification must be evaluated in terms of the courses that address the content of the Specification and the depth at which the Specification is addressed. This legend must be used in the matrix to identify type of content (knowledge, theory, and skills) and the depth or emphasis.

Type of Course Content	**Depth or Emphasis of Coverage**
I = Introduction of topic	L = Low
T = Theory covered	M = Moderate
K = knowledge base	H = Heavy
S = skills practice or field	

Since this is an example, only the first Standard at the associate level has been included. Programs are expected to include all of the Standards and Specifications relevant to the level of degree. If there is no content in a particular course related to the Specification, leave the cell blank.

Required Course #s	**HS##**	**HS#**	**HS###**	**HS###**	**HS###**	**HS###**
Standard 11: **The curriculum shall include the historical development of human services.**						
Associate:						
The historical roots of human services as a discipline and profession	K/H			K/M		
Historical and current legislation affecting human service delivery	K/H					

How public and private attitudes influence legislation and the interpretation of policies related to human services	I/M		K/H			
The broader sociopolitical issues that affect human service systems	I/L		K/M			T/H

Note: The Matrix for each level of degree is available for downloading (Word document) from the Council website at http://www.cshse.org/ The Program must modify the document to match the numbering and identification of its own courses.

Section IV: Site Visit Guidelines

Site Visit Process

The purpose of the Site Visit is to gather information that corroborates the Self-Study and to verify, clarify and amplify the program's compliance with the National Standards. The Interim Report and Review requires a Self-Study but not a site visit. A Site Visit is required for initial accreditation and every 10 years thereafter. The Self-Study must be approved as sufficient and complete before a site visit is scheduled (See Appendix I: Reader and Site Visitor Policy and Procedures).

The Vice President of Accreditation assigns readers to independently review the Self-Study. Two of the readers will be identified as Site Visitors. Site Visitors are volunteers who donate their time as service to education and the field of human services. Site visits involve a two to three-day commitment of time. The tips below will assist you in planning and providing a comfortable and rewarding experience for all.

Note: Please see Appendix L: CSHSE Policies Relating to Online Programs, Multi-Site Programs, and Institutions/Programs that offer more than one degree level in Human Services, for specific guidelines relating to site visits.

Tips for a Successful Site Visit

- Site Visitor expenses will be covered by the $2,000.00 per Site Visitor fee submitted to ASCENT Management, Inc. The Institution will be invoiced for the site visit fee and payment must be made before the site visit.
- A suggested site visit itinerary is included below. Work with the Lead Site Visitor to make any necessary modifications to the itinerary
- Assist the Site Visitors with travel and locating lodging arrangements. The Site Visitors will submit incurred costs for travel, lodging, and meals directly to ASCENT Management Inc.
  - Programs should advise the Site Visitors of a logistically appropriate hotel. Hotel accommodations should be clean and meet Site Visitor needs including:
  - A restaurant or coffee shop should be available in the hotel or nearby. Site Visitors have dinner on their own at the end of Day 2, so consider what restaurants are available within walking distance.
  - Site Visitors require quiet space that assures confidentiality in which to meet and work together. Ask the Lead Site Visitor what will meet their needs.
  - High speed Internet should be included at the place of lodging.
  - Site Visitors are not paid for their services, and it is recommended that they be accommodated as valued guests who donate their time and energy to confirming and enhancing the quality of the Program.
- A site visit will not be conducted until ASCENT Management LLC has informed the VPA that site visitor fees have been received.
- Provide Site Visitors with a detailed itinerary before the site visit, including the names and titles of all those expected to attend each meeting.

- Provide a sign-in sheet for each meeting that Site Visitors can include in their report. Include typed names and titles of all expected participants. For the advisory board meeting, for example, include information on agency or other professional relationships (adjunct faculty, for example) that will become part of the Site Visitor Report.
- Provide the Site Visitors with a glossary of terms used by your Program that may be unique to your institution.
- Don't over-coach participants or over-stage meetings. Site Visitors are there to confirm and affirm the Self- Study Report and availability of resources.

Site Visit Itinerary

A site visit is required for initial accreditation and at each 10-year re-accreditation thereafter. There are always two Site Visitors. Following is an outline of meetings and events that should be scheduled during a site visit, but not necessarily in the order presented. The Program requesting a site visit and the Lead Site Visitor should agree upon the exact itinerary prior to the arrival of the Site Visitors.

CSHSE Accreditation Site Visit
Sample Schedule

Contact person:

Site Visitors Arrive Afternoon/Evening – **DAY 1**
Lodging:
Address:
Phone:

Dinner first night (optional)
Attendees:

DAY 2:

Meeting #1	**Meet with President, Chief Academic Officer(s)**
30 Minutes	*Attendees:*
9:00 – 9:30	• Introductions
	• Council background information
Room	• Site Visit process
	• Questions and answers

Meeting #2	**Initial meeting with faculty and staff**
90 Minutes	*Faculty and Staff:*
9:45 – 11:15	• Explain the Site Visit process.
	• Make any necessary adjustments to the itinerary.
Room	• Address specific questions gathered from readers assigned to the Self-Study. Discuss questions related to specific Standards.

	• Discuss general questions put forth by the Council based on catalog, etc.
Meeting #3	**Visit Library, Technology Centers, Labs**
45 Minutes	*Librarian:*
11:30 – 12:15	• Introductions
	• Examine holdings
Room	• Review how program accesses media materials
	• Recent Program acquisitions.
	• Does faculty give library assignments
	• Students' use of the library
	• Librarian issues or compliments regarding the program
	• Integration of technology into teaching and learning
	• Accessibility of other resources
	Build in a lunch break for site visitors.
Meeting #4	**Meet with students/recent graduates informally (Program personnel not present)**
60 minutes	
12:45 – 1:45	Meet with recent grads and current students
	• Introductions
Room	• Students will be asked what they would like to change, and why; what they never hope to change and why, and for general information about courses, fieldwork, advising, grading, and faculty availability.
Meeting #5	**1st field placement site visit:**
120 Minutes	*Field Placement Coordinator, Agency Rep:*
2:00 – 4:00	• How placements are determined
	• How learning objectives are determined
Field Site	• How students are evaluated
	• How problems are handled
	• Faculty site visits: who is included, how often, who sets agenda, and observation
Meeting #6	**Meet with advisory board members and other college personnel as determined by site.**
60 Minutes	
4:30 – 5:30	*Attendees:*
	• Frequency of meetings
Room	• How the committee advocates for the program. *Provide examples.*
	• How they perceive their input to the program.
	• What they see as the strengths and limitations of the program.
	• Identify suggestions the Advisory Committee made to the Program and the outcomes.
Meeting #7	**Site visitors return to lodging to confer.**
Evening	**WORKING DINNER. Provide visitors with suggested restaurants.**
(by 6:00 p.m.)	

	Breakfast
	Check out of hotel
Meeting #8	**2nd field placement site visit:**
45 Minutes	*Field Placement Coordinator, Agency Rep:*
9:00 – 9:45 am	
Site	
Meeting #9	**Site Visitors meet alone to prepare for next two meetings**
15 Minutes	
10:00 – 10:15	
Meeting #10	**Site Visitors meet with faculty and staff**
45 Minutes	*Faculty attendees:*
10:15 – 11:00	• Go over list of strengths
	• Present areas of concerns (if any)
	• Request any further information they feel the Board may need to consider. This does not preclude the Board from requesting additional information after their next board meeting.
Meeting #11	**Site Visitors meet with President, Chief Academic Officer(s), Dean, Department Chair/Program Chair**
30 Minutes	*Attendees:*
11:00 – 11:30	• Overview of accreditation process and work involved in Self-Study
	• Strengths of program
	• Concerns (if any)
	• Express appreciation for college support of human services program

Optional: Programs may invite site visitors to observe a class if time permits. Before making final schedule arrangements, discuss logistic needs with the Lead Site Visitor.

Checklist for Site Visit Arrangement

Assigned to	Item	Completed by
	Persons involved in each meeting have been notified, have reserved times, and know where the meeting will be held.	
	Meeting spaces have been secured.	
	Travel arrangements have been made.	
	Travel to and from airport and from airport to hotel has been arranged.	
	Hotel reservations have been confirmed.	
	Optional: Dinner arrangements have been made for the night prior	
	The itinerary has been finalized and copies emailed to Site Visitors (also provide printed copies upon arrival).	
	Even the best of plans can be thrown off by late flight arrivals, sudden illnesses, traffic problems, or other extenuating circumstances. Be sure that phone numbers have been exchanged so that emergency situations can be handled.	
	Day 1: Arrangements for pick-up at hotel or travel from hotel have been made. Site Visitors know where the first meeting will be held.	
	Day 1: Provide Site Visitors with recommendations for dinner.	
	Day 2: Arrangements for pick-up at hotel or travel from hotel have been made. Site Visitors know where first meeting will be held.	
	Day 2: If Site Visitors are leaving after the last meeting on Day 2, they will check out of their hotel in the morning. Make certain that whoever is picking them up at the hotel has room for luggage and that there is a secure place to store the luggage during the day	
	Day 2: Arrangements for transportation of Site Visitors back to the hotel or to airport have been made.	

Section V. Appendices

Appendix A   CSHSE National Standards: Associate Degree *

Appendix B   CSHSE National Standards: Bachelor Degree *

Appendix C   CSHSE National Standards: Master Degree *

Appendix D   CSHSE Policies Relating To: Online Programs, Multi-Site Programs, and Institutions/Programs that offer more than one degree level in Human Services

Appendix E   CSHSE Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies

Appendix F   Self-Study checklist

Appendix G   Certification of the Self-Study (Signature Page)

Appendix H   Reader and Site Visitor Policy and Procedures

Appendix I   CSHSE Policy for Board Accreditation/Reaccreditation Decisions

Appendix J   External Reader Approval Policy

Appendix K   Appeals Policy and Procedures

Appendix L   CSHSE Policy and Procedures for Complaints

Appendix M   CSHSE Policy on Resolution of Conflicts Between Accreditation Standards and State and/or Local Laws Governing the Human Service Education Program Seeking Accreditation

* NATIONAL STANDARDS

Prior to September 2009, the CSHSE National Standards for Human Services Education combined all degree levels into one document; technical (certificate), associate and advanced levels. In May 2009, the Board of Directors decided to eliminate the technical level and accredit human services degree programs only at the associates, baccalaureate, and masters levels. The Standards and Specifications for each level are now available by degree level to more easily facilitate the Self-Study process.

In October 2009, National Standards at the Master's Degree Level were approved by the CSHSE Board. In October 2010 revisions were made to Standard 4. In June 2018, the associate and baccalaureate Standards were reviewed and revised. Standards for each degree level are listed in Appendices A, B, and C.

Appendix A   Associate Degree Standards

Council for Standards in Human Service Education

National Standards

ASSOCIATE DEGREE IN HUMAN SERVICES

http://www.cshse.org
2018

I. GENERAL PROGRAM CHARACTERISTICS
A. Institutional Requirements and Primary Program Objective

Context: There is strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities

Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.

a.	The program is part of a degree granting college or university that is regionally accredited.
b.	Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials).
c.	Articulate how students are informed of the curricular and program expectations and requirements prior to admission.
d.	Provide a brief history of the program.
e.	Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.
f.	Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).

B. Philosophical Base of Programs

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.	
a.	Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.

b.	Include a mission statement for the program.
c.	Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.)
d.	Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).
e.	Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.
f.	Provide a matrix mapping the curriculum Standards (11-20) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the Self-Study narrative and the syllabi. **NOTE:** *The Matrix must include required courses for all students that contribute to compliance with the Curriculum Standards and their Specifications. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.*

C. Community Assessment

Context: Human services programs continually interact with and affect human services delivery within the local community through field placements and alumnae/i. Programs should be designed to interface with the needs of major employers in terms of job needs and career ladders so there is an orderly and continuous supply of competent professionals.

Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.	
a.	If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).
b.	An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services. Provide the following: **1.** A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),
	2. Minutes of advisory committee meetings from the last two years
	3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.
c.	Describe other mechanisms, if any, used to respond to changing needs in the human services field.

D. Program Evaluation

Context: To ensure the program is effective in producing competent professionals, the program must be evaluated on a regular basis. In addition, the program must assess how well the needs of students and graduates are being met. These evaluations/ assessments are the bases for modifying and improving the program.

Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field.	
a.	The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following: 1. Measurable student learning outcomes
	2. Assessment plan
	3. Examples of assessment tools, e.g. rubrics, exams, portfolios, surveys, capstone evaluations, etc.
	4. A description of how the evaluation may or may not have resulted in any change.
b.	The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following: 1. A history of program evaluations
	2. A description of the methodology
	3. A summative analysis of the most recent evaluation
	4. A description of how and in what way the evaluation resulted in any change.
c.	The program must provide reliable information on its performance, including student achievement, to the public from the last two years. **[NOTE**: This Specification relates to accreditation standards or policies that require institutions or programs routinely to provide reliable information to the public on their performance including student achievement as determined by the institution or program (Paragraph 12 (B)(1), 2010 CHEA Recognition Policy and Procedures)] Provide the following: 1. An active link to student achievement indicators on the Program's website.
	2. Aggregate data as evidence of student achievement must include at a minimum: • enrollment trends • retention • graduation rates and grade point average • student satisfaction • agency feedback.

	Optional student achievement indicators such as graduate transfer rates, graduate school or employment data, and alumni surveys may be included.

E. Policies and Procedures for Admitting, Retaining, and Dismissing Students

Context: Students have a right to know, prior to enrollment, the standards of the human services program and the procedures for admitting, retaining, and dismissing students. Both academic and behavioral issues need to be considered.

Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.	
a.	Provide documentation of policies regarding the selection and admission of students.
b.	Provide documentation of policies and procedures for referring students for individualized personal and academic assistance. These policies must be consistent with the institution's policies.
c.	Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.
d.	Provide documentation of program policies and procedures for assessing and managing student attributes, characteristics, and behaviors ("fitness for the profession") that are important for the success of human service professionals.

F. Credentials of Human Services Faculty

Context: Human services programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches.

Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.	
a.	Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:
	1. Faculty have education in various disciplines and experience in human services or related fields
	2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master's degree.

G. Personnel Roles, Responsibilities, and Evaluation

Context: To balance the academic and experiential characteristics of human services programs, adequate faculty and staff should be available to fill essential program roles.

Standard 7: The program shall adequately manage and evaluate the essential program roles and provide professional development opportunities for faculty and staff.

a.	Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.
b.	Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. Provide the following: 1. A brief description of how the essential roles are fulfilled in the program 2. A table matching faculty and staff positions and names with these roles.
c.	Describe the process for faculty and staff evaluation. Documentation may come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.
d.	Describe how faculty and staff are provided opportunities for professional development.
e.	Describe how faculty and staff are provided opportunities for appropriate professional development.
f.	Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.

H. Cultural Competence

Context: **To ensure the program is effective in producing cultural competent professionals who possess a high level of self-awareness, knowledge, and skills in the complexities of multiculturalism. This encompasses the individual, family, and group levels as well as agency/organizational, community, and globally.**

Standard 8: The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.	
a.	Demonstrate how the program 1. Includes cultural competence in program policies, procedures, and practices.
	2. Includes cultural competence training for faculty and staff
b.	Demonstrate how the curriculum integrates cultural competence: 1. Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping.
	2. Includes the development of awareness, knowledge, and skills of diversity and culture.

I. Program Support

Context: To address student needs, human service programs require adequate faculty, staff, and program resources.

Standard 9: The program shall have adequate faculty, staff, and program resources.	
a.	Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program. **:**
b.	Describe how program and field experience coordination is considered in calculating the

	teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.
c.	Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.
d.	Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.
e.	Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

J. Evaluation of Transfer Credits and Prior Learning

Context: In order to promote and facilitate the transfer of credits, each program shall have policies and procedures for the evaluation of transfer credits and prior learning.

Standard 10: Each program shall articulate the policies and procedures for the transfer of credits and the evaluation of prior learning.	
a.	Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning.
b.	Describe how students receive this information.

A. Knowledge, Theory, Skills, and Values

1. History

Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

Standard 11: The curriculum shall include the historical development of human services.	
a.	The historical roots of human services as a discipline and profession.
b.	Historical and current legislation affecting human service delivery.
c.	How public and private attitudes influence legislation and the interpretation of policies related to human services.
d.	The broader sociopolitical issues that affect human service systems

2. Human Systems

Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

a.	Theories of human development.
b.	Small groups: **1.** Overview of how small groups are used in human services settings.
	2. Theories of group dynamics
	3. Group facilitation skills.
c.	Changing family structures and roles.
d.	An introduction to the organizational structures of communities.
e.	An understanding of the capacities, limitations, and resiliency of human systems.
f.	Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

3. Human Service Delivery Systems

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.	
a.	The range and characteristics of human services delivery systems and organizations.
b.	The range of populations served and needs addressed by human services.
c.	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

4. Information Literacy

Context: The delivery of human services depends on the appropriate integration of various forms of information.

Standard 14: The curriculum shall provide knowledge and skills in information literacy.	
a.	Obtain, synthesize, and clearly report information from various sources.
b.	Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.
c.	Upholding confidentiality and using appropriate means to share information.
d.	Using technology to locate, evaluate, and disseminate information.

5. Program Planning and Evaluation

Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

	Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.
a.	Knowledge and skills to analyze and assess the needs of clients or client groups.**:**
b.	Skills to develop goals, and design and implement a plan of action.**:**
c.	Skills to evaluate the outcomes of the plan and the impact on the client or client group.

6. Client Interventions and Strategies

Context: Human service professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

	Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.
a.	Theory and knowledge bases of prevention, intervention, and maintenance strategies.
b.	Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.

c.	Knowledge and skill development in
	  1. Case Management:
	     a. Intake interviewing

	b. Helping skills
	c. Identification and use of appropriate resources and referrals
	2. Group facilitation
	3. Use of consultation.

7. Interpersonal Communication

Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.	
a.	Clarifying expectations.
b.	Dealing effectively with conflict.
c.	Establishing rapport with clients.
d.	Developing and sustaining behaviors that are congruent with the values and ethics of the profession.

8. Client-Related Values and Attitudes

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.	
a.	The least intrusive intervention in the least restrictive environment.
b.	Client self-determination.
c.	Confidentiality of information.
d.	The worth and uniqueness of the individual including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
e.	Belief that individuals, services systems, and society can change.
f.	Interdisciplinary team approaches to problem solving.
g.	Appropriate professional boundaries.
h.	Integration of the ethical standards outlined by the National Organization for Human Services (NOHS) and the Council for Standards in Human Service Education (available on the NOHS website).

9. Self-Development

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 19: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.	
a.	Conscious use of self.
b.	Clarification of personal and professional values.
c.	Awareness of diversity.

d.	Strategies for self-care.
e.	Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).

B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

Standard 20: The program shall provide field experience that is integrated with the curriculum.	
a.	Provide a brief description of the overall process and structure of the fieldwork learning experience.
b.	Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
c.	Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
d.	Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
e.	Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
f.	Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.
g.	Provide evidence that required field experience is no less than 250 clock hours.
h.	Demonstrate how the field experience provides the student an opportunity to progress from: 1. Observation to 2. Directly supervised client contact to 3. Indirectly supervised client contact.
i.	Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.
j.	Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.

Appendix B Baccalaureate Degree Standards

Council for Standards in Human Service Education
National Standards
BACCALAUREATE DEGREE IN HUMAN SERVICES

http://www.cshse.org
2018

I. GENERAL PROGRAM CHARACTERISTICS
A. Institutional Requirements and Primary Program Objective

Context: There is strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities

Standard 1: **The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.**

a**.**	The program is part of a degree granting college or university that is regionally accredited.
b.	Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials).
c.	Articulate how students are informed of the curricular and program expectations and requirements prior to admission.
d.	Provide a brief history of the program.
e.	Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.
f.	Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).

B. Philosophical Base of Programs

Standard 2: **The program shall have an explicit philosophical statement and clearly defined knowledge base**.	
d.	Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.
e.	Include a mission statement for the program.

f.	Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.)
g.	Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).
h.	Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.
i.	Provide a matrix mapping the curriculum Standards (11-20) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the Self-Study narrative and the syllabi. **NOTE:** *The Matrix must include required courses for all students that contribute to compliance with the Curriculum Standards and their Specifications. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.*

C. Community Assessment

Context: Human services programs continually interact with and affect human services delivery within the local community through field placements and alumnae/i. Programs should be designed to interface with the needs of major employers in terms of job needs and career ladders so there is an orderly and continuous supply of competent professionals.

Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.	
j.	If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).
k.	An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services. Provide the following: **4.** A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),
	5. Minutes of advisory committee meetings from the last two years
	6. A narrative or table of how the committee interfaces with the program in relationship to specific issues.
l.	Describe other mechanisms, if any, used to respond to changing needs in the human services field.

D. Program Evaluation

Context: To ensure the program is effective in producing competent professionals, the program must be evaluated on a regular basis. In addition, the program must assess how well the needs of students and graduates are being met. These evaluations/ assessments are the bases for modifying and improving the program.

Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field.	
a.	The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following: 5. Measurable student learning outcomes
	6. Assessment plan
	7. Examples of assessment tools, e.g. rubrics, exams, portfolios, surveys, capstone evaluations, etc.
	8. A description of how the evaluation may or may not have resulted in any change.
b.	The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following: 5. A history of program evaluations
	6. A description of the methodology
	7. A summative analysis of the most recent evaluation
	8. A description of how and in what way the evaluation resulted in any change.
c.	The program must provide reliable information on its performance, including student achievement, to the public from the last two years. **[NOTE**: This Specification relates to accreditation standards or policies that require institutions or programs routinely to provide reliable information to the public on their performance including student achievement as determined by the institution or program (Paragraph 12 (B)(1), 2010 CHEA Recognition Policy and Procedures)] Provide the following: 1. An active link to student achievement indicators on the Program's website.
	3. Aggregate data as evidence of student achievement must include at a minimum: • enrollment trends • retention • graduation rates and grade point average • student satisfaction

	• agency feedback. Optional student achievement indicators such as graduate transfer rates, graduate school or employment data, and alumni surveys may be included.

E. Policies and Procedures for Admitting, Retaining, and Dismissing Students

Context: Students have a right to know, prior to enrollment, the standards of the human services program and the procedures for admitting, retaining, and dismissing students. Both academic and behavioral issues need to be considered.

Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.	
a.	Provide documentation of policies regarding the selection and admission of students.
b.	Provide documentation of policies and procedures for referring students for individualized personal and academic assistance. These policies must be consistent with the institution's policies.
c.	Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.
d.	Provide documentation of program policies and procedures for assessing and managing student attributes, characteristics, and behaviors ("fitness for the profession") that are important for the success of human service professionals.

F. Credentials of Human Services Faculty

Context: Human services programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches.

Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.	
a.	Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that: 3. Faculty have education in various disciplines and experience in human services or related fields
	4. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master's degree.

G. Personnel Roles, Responsibilities, and Evaluation

Context: To balance the academic and experiential characteristics of human services programs, adequate faculty and staff should be available to fill essential program roles.

Standard 7: The program shall adequately manage and evaluate the essential program roles and provide professional development opportunities for faculty and staff.	
a.	Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.
b.	Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. Provide the following: 3. A brief description of how the essential roles are fulfilled in the program 4. A table matching faculty and staff positions and names with these roles.
c.	Describe the process for faculty and staff evaluation. Documentation may come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.
d.	Describe how faculty and staff are provided opportunities for professional development.
e.	Describe how faculty and staff are provided opportunities for appropriate professional development.
f.	Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.

H. Cultural Competence

Context: To ensure the program is effective in producing cultural competent professionals who possess a high level of self-awareness, knowledge, and skills in the complexities of multiculturalism. This encompasses the individual, family, and group levels as well as agency/organizational, community, and globally.

Standard 8: The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.	
a.	Demonstrate how the program 3. Includes cultural competence in program policies, procedures, and practices.
	4. Includes cultural competence training for faculty and staff
b.	Demonstrate how the curriculum integrates cultural competence: 3. Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping.
	4. Includes the development of awareness, knowledge, and skills of diversity and culture.

I. Program Support

Context: To address student needs, human service programs require adequate faculty, staff, and program resources.

Standard 9: The program shall have adequate faculty, staff, and program resources.	
a.	Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program. **:**
b.	Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.
c.	Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.
d.	Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.
e.	Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

J. Evaluation of Transfer Credits and Prior Learning

Context: In order to promote and facilitate the transfer of credits, each program shall have policies and procedures for the evaluation of transfer credits and prior learning.

Standard 10: Each program shall articulate the policies and procedures for the transfer of credits and the evaluation of prior learning.	
a.	Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning.
b.	Describe how students receive this information.

II. CURRICULUM: BACCALAUREATE DEGREE

A. Knowledge, Theory, Skills, and Values

1. History

Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

Standard 11: The curriculum shall include the historical development of human services.	
a.	The historical roots of human services as a discipline and profession.
b.	Historical and current legislation affecting human service delivery.

c.	How public and private attitudes influence legislation and the interpretation of policies related to human services.
d.	The broader sociopolitical issues that affect human service systems.

2. Human Systems

Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.	
a.	Theories of human development.
b.	Small groups: 1. Overview of how small groups are used in human services settings
	2. Theories of group dynamics
	3. Group facilitation skills.
c.	Changing family structures and roles.
d.	An introduction to the organizational structures of communities.
e.	An understanding of the capacities, limitations, and resiliency of human systems.
f.	Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.
g.	Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.
h.	Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. Human Service Delivery Systems

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.	
a.	The range and characteristics of human service delivery systems and organizations.
b.	The range of populations served and needs addressed by human services professionals.

4. Information Literacy

Context: The delivery of human services depends on the appropriate integration of various forms of information.

c.	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
d.	An understanding of systemic causes of poverty and its implications.
e.	An understanding of national and global social policies and their influence on human service delivery.
f..	Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.

Standard 14: The curriculum shall provide knowledge and skills in information management.	
a.	Obtain, synthesize, and clearly report information from various sources.
b.	Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.
c.	Upholding confidentiality and using appropriate means to share information.
d.	Using technology to locate, evaluate, and disseminate information.

5. Program Planning and Evaluation

Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.	
a.	Knowledge and skills to analyze and assess the needs of clients or client groups.
b.	Skills to develop goals, and design and implement a plan of action.
c.	Skills to evaluate the outcomes of the plan and the impact on the client or client group.

6. Client Interventions and Strategies

Context: Human service professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.

a.	Theory and knowledge bases of prevention, intervention, and maintenance strategies.
b.	Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.
c.	Knowledge and skill development in: 1. Case management a. Intake interviewing
	b. Helping skills**:**
	c. Identification and use of appropriate resources and referrals.
	2. Group facilitation
	3. Use of consultation

7. Interpersonal Communication

Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.	
a.	Clarifying expectations.
b.	Dealing effectively with conflict.
c.	Establishing rapport with clients.
d.	Developing and sustaining behaviors that are congruent with the values and ethics of the profession.

8. Administrative

Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the human service delivery system.	
a.	Principles of leadership and management.
b.	Human resources and volunteer management.
c.	Grant writing, fundraising, and other funding sources.
d.	Legal, ethical, and regulatory issues, and risk management.
e.	Budget and financial management.

9. Client-Related Values and Attitudes

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 19: The curriculum shall incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice.	
a.	The least intrusive intervention in the least restrictive environment.
b.	Client self-determination.
c.	Confidentiality of information.
d.	The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
e.	Belief that individuals, services systems, and society can change.
f.	Interdisciplinary team approaches to problem solving.
g.	Appropriate professional boundaries.
h.	Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

10. Self-Development

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.	
a.	Conscious use of self.
b.	Clarification of personal and professional values.
c.	Awareness of diversity.
d.	Strategies for self-care.
e.	Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).

B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

<u>Standard 21</u>: The program shall provide field experience that is integrated with the curriculum.	
a.	Provide a brief description of the overall process and structure of the fieldwork learning experience.
b.	Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
c.	Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
d.	Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
e.	Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
f.	Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.
g.	Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.
h.	Demonstrate how the field experience provides the student an opportunity to progress from: 1. Observation to 2. Directly supervised client contact to 3. Indirectly supervised client contact to **4.** An independent caseload OR assignment of administrative responsibility.
i.	Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.
j.	Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.

Appendix C Master's Degree Standards

Revised 2013

Council for Standards in Human Service Education

National Standards

MASTER'S DEGREE IN HUMAN SERVICES

http://www.cshse.org
2013 (2010, 2009)

I. GENERAL PROGRAM CHARACTERISTICS

A. Institutional Requirements and Primary Program Objective

Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities, and/or provide other functions required to support human services organizations.

Specifications for Standard 1
a. The program is part of a degree granting college or university that is regionally accredited.
b. Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials).
c. Articulate how students are informed of the curricular and program expectations and requirements prior to admission.
d. Provide a brief history of the program.
e. Describe the student population including the demographics and the numbers of full time, part time, and students graduating each year.
f. Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).

B. Philosophical Base of Programs

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.

Specifications for Standard 2
a. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.
b. Include a mission statement for the program.
c. Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.).
d. Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial model, systems theory, change theory, etc.).
e. Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.

f. Provide a matrix mapping the curriculum Standards (9-20) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the Self-Study narrative and the syllabi.

C. Academic Advisory Committee

Standard Number 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession.

Specification for Standard 3

a. An Academic Advisory Committee shall be established to provide information and direction regarding local, state, and national trends and needs, legislative and policy changes, and current research. The committee should include faculty and students from the program, academics from other disciplines, researchers, legislators, and practitioners. Provide the following:
1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),
2. Minutes of advisory committee meetings from the last two years, and
3. Narrative describing how the committee interfaces with the program in relationship to specific issues.

D. Program Evaluation

Standard 4: The program shall conduct, and report to the public, organized, systematic, and sustained evaluative processes to determine its effectiveness and to modify and improve the program.

Specifications for Standard 4

a. The program has clearly stated measurable student learning outcomes that are tied to the standards and an assessment plan that has been implemented. Provide the following:
1. Measurable student learning outcomes,
2. Assessment plan, and
3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.

b. Provide evidence that an ongoing review process occurs, including such instruments as student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of an advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:
1. A history of program evaluation,
2. A description of the methodology,
3. A summative analysis of the most recent evaluation, and
4. A description of how and in what way the evaluation resulted in any change.

c. The program must routinely provide reliable information to the public on its performance, including student achievement. [NOTE: This Specification relates to the need for transparency about a program's performance outcomes and student achievement (Specifications a. and b.)] Provide the following:

    1. Mechanisms used to share evaluative data with internal and external stakeholders. [NOTE: Program performance data and student outcomes, must, at minimum, be posted on the program's website, and the links must be included in the Self-Study narrative.]

    2. Content of information shared. NOTE: Public information provided by the program must include: 1) examples of student learning outcomes as defined by the program's assessment plan as required in Specification a; 2) examples of program effectiveness obtained through formal program evaluation as required in Specification b; e.g., student satisfaction, agency feedback, enrollment trends, graduate placement data, program quality improvement information, grade point average, student performance on standardized examinations such at the HS-BCP (Human Services Board Certified Practitioner) credential, program completion data, etc.]

E. Policies and Procedures for Admitting, Retaining, and Dismissing Students

Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students that are clear, consistent with its mission and purposes, and available to all students and prospective students through appropriate publications.

Specifications for Standard 5

a. Provide documentation of policies regarding the selection and admission of students.

b. Provide documentation of policies and procedures for enrolling, advising, counseling, and assisting students with special needs in order to assure entrance of qualified individuals of diverse background and conditions. These policies must be consistent with the institution's policies.

c. Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.

d. Provide documentation of policies and procedures regarding students with behavior or legal problems that may interfere with their development as human services professionals.

F. Credentials of Program Faculty

Standard 6: The competencies of the faculty shall include a strong and diverse knowledge base, scholarly contribution to the advancement of the profession, and clinical or practical experience in the field.

Specifications for Standard 6

a. Provide evidence that all faculty have a doctoral degree.

b. Provide curriculum vitae of all full-time and part-time faculty.

c. Provide evidence that the faculty as a group represent various disciplines and experience appropriate to the degree offering.

G. **Faculty and Staff Roles and Evaluation**

Standard 7: **Faculty are adequate in number to fulfill essential roles of curriculum development and review, instruction, and assessment of learning, program planning and**

Specifications for Standard 7

a. Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.

b. Provide a table matching faculty positions and names with essential roles and a brief description of how the roles are fulfilled in the program.

c. Provide rationale for faculty workloads including the use of part-time faculty in fulfilling these roles.

d. Describe the process for faculty evaluation. Documentation shall come from a variety of sources and may include, among others, student evaluations and administrative and peer reviews.

e. Document how an evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.

H. P**rogram Support Personnel and Resources**

Standard 8: The program shall have adequate faculty, staff, and program resources to provide a complete program.

Specifications for Standard 8

a. Include narrative and budgetary information demonstrating sufficient funding, faculty, and staff to provide an ongoing and stable program.

b. Describe how program and field experience coordination is considered in calculating the teaching loads of faculty.

c. Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.

d. Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.

e. Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

f. Describe how faculty and staff are provided opportunities for appropriate professional development.

II. **CURRICULUM**

A master's degree program in human services requires scholarly and professional activities designed to advance the student substantially beyond the educational requirements of a baccalaureate degree program. The degree is structured to prepare students for professional practice through the creative application of knowledge, theory, and skills. The curriculum provides opportunity for a broad conceptual mastery of the field through an understanding of subject matter, bibliographic resources, theory, practice, and scholarly research. The intent of the curriculum is to develop within students the capacity to interpret, analyze, synthesize, and communicate knowledge, and to develop those skills needed to effectively practice and advance the profession.

A. **Knowledge, Theory, Skills, and Values**

1. **History**

Standard 9: The curriculum shall include the historical development of human services.

Specifications for Standard 9

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. The historical roots of human services.
b. The creation of the human services profession.
c. Historical and current legislation affecting services delivery.
d. How public and private attitudes influence legislation and the interpretation of policies related to human services.
e. Differences between systems of governance and economics.
f. Exposure to a spectrum of political ideologies.
g. Skills to analyze and interpret historical data for application in advocacy and social change.

2. Human Systems

Standard 10: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

Specifications for Standard 10
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. Theories of human development.
b. Small groups:
1. Overview of how small groups are used in human services settings,
2. Theories of group dynamics, and
3. Group facilitation skills.
c. Changing family structures and roles.
d. An introduction to the organizational structures of communities.
e. An understanding of the capacities, limitations, and resiliency of human systems.
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status) in determining and meeting human needs.
g. Processes to affect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.

3. Human Services Delivery Systems

Standard 11: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

Specifications for Standard 11
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. The range and characteristics of human services delivery systems and organizations.

b. The range of populations served and needs addressed by human services.
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
d. Economic and social class systems including systemic causes of poverty.
e. Political and ideological aspects of human services.
f. International and global influences on services delivery.
g. Skills to effect and influence social policy.

4. Information Management

Standard 12: The curriculum shall provide knowledge and skills in information management.
Specifications for Standard 12

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. Knowledge and skills to obtain information through observation and research.
b. Respect for client confidentiality and appropriate use of professionally relevant client data.

c. Knowledge and skills to assess the significance, relevance, timeliness, adequacy, accuracy, and validity of information provided by others.

d. Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations.

e. Information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, world wide web, and other electronic resources.

f. Familiarity with methods, statistics, quantitative and qualitative research and the application of technology.
g. Completion of a research project or scholarly paper.

5. Program Planning and Evaluation

Standard 13: The curriculum shall provide knowledge, theory and skills in systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

Specifications for Standard 13

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. Program planning and design.
b. Program implementation.
c. Program evaluation.
d. Knowledge, theory, and skills to perform a community-needs assessment.

6. Interventions and Direct Services

Standard 14: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

Specifications for Standard 14

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. Skills to provide direct services to individuals or groups.
b. Theory, knowledge and intervention skills to interact with clients using appropriate prevention, intervention, and maintenance strategies and techniques to achieve maximum autonomy and functioning.
c. Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.
d. Skills to evaluate the outcomes of the action plan.

e. Knowledge, theory, and skills in the following areas:
1. Case management,
2. Intake interviewing,
3. Individual counseling,
4. Group facilitation and counseling,
5. Location and use of appropriate resources and referrals, and
6. Use of consultation.

7. Interpersonal Communication

Standard 15: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Specifications for Standard 15

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:

a. Clarifying expectations.
b. Dealing effectively with conflict on varying levels of societal systems.
c. Establishing rapport with clients, colleagues, and constituents.
d. Maintaining behavior that is congruent with the values and ethics of the profession.
e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

8. Administrative

Standard 16: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Specifications for Standard 16

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. Organization management.
b. Supervision.
c. Operational and strategic planning including assessment practices.
d. Developing budgets and monitoring expenditures.
e. Grant and contract negotiation.
f. Legal/regulatory issues and risk management.
g. Managing professional development of staff.
h. Recruiting and managing volunteers.
i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

Standard 17: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for Standard 17

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. Choosing the least intrusive intervention in the least restrictive environment.
b. Respect for client self-determination.
c. Respect for confidentiality of information.

d. Recognition of the worth and uniqueness of the individual including ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status.

e. Recognition that individuals, services systems, and society change.
   f. Interdisciplinary team approaches to problem solving.
g. Respect for appropriate professional boundaries.
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

10. Self-Development

Standard 18: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for Standard 18.
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
   a. Conscious use of professional self.
   b. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).
   c. Clarification of values.
   d. Awareness of diversity.
   e. Strategies for self-care.

B. Field Experience

1. Minimum Requirements

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.

Standard 19: The program shall provide field experience that is integrated with the curriculum and demonstrates conceptual mastery of the field of professional practice.

Specifications for Standard 19
   a. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.).
   b. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements.
   c. Provide documentation of written agreements with field agencies that specify the student's role, activities, outcomes, supervision, and field instruction.
   d. Provide syllabi for required seminars. Seminar hours are not included in field experience hours.
   e. Provide evidence that a minimum of one academic credit is awarded for each three hours of weekly field experience.
   f. Demonstrate that the field experience is structured with clear learning outcomes and methods of evaluation.
   g. Demonstrate the field supervisors have a minimum of a master's degree.
   h. Demonstrate the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.

i. Demonstrate there is a written plan of learning objectives, activities, and outcomes for each student that was conjointly developed and agreed to by the student, the program, and the agency supervisor.
j. The program shall provide a minimum of 350 clock hours of field experience that may include internship hours done in a human services setting as a requirement of a prior degree programs. Field experience hours done in CSHSE accredited human services programs may be included in clock hours.
k. Field work may be waived if student has extensive experience provided specific criteria, policies, and procedures are followed and documented.

Standard 20: The program shall provide a capstone experience that demonstrates conceptual mastery of the field of professional practice; for example, a portfolio, project, or thesis.

Specifications for Standard 20
  a. Provide rationale for each option offered.

  b. Document specific criteria for all options offered.
  c. Document specific criteria for assessment.
  d. Document policies and procedures for appealing decisions.

Appendix D   CSHSE Policies Relating To Programs (Hybrid/Online Delivery, Multiple Sites, and Programs/Institutions that offer more than one degree level in Human Services)

Hybrid/Online Course Delivery

If more than 50% of required human service courses are offered in a hybrid/online format, the Program must:

- Provide a narrative and documentation that assures compliance with all Standards and Specifications.

- Document how they assure that students enrolled in the program or course(s) are who they say they are.

- Demonstrate that common learning outcomes/objectives exist for both face- to- face and hybrid/online delivery.

- Provide documentation that the program provides adequate technical training and support for students and faculty.

- Provide access for Self-Study Readers to audit online classes.

- Provide appropriate technology to complete the requirements of the site visit. (note in template)

- At least one Self-Study Reader will have experience with online instruction. (Note in template)

Multiple Sites

CSHSE considers a site to be a location where the student can complete the entire program curriculum. Offering a few courses at a location is not considered a site.

Programs that have multiple sites fall into two categories; (a) those that deliver a _different_ curriculum at each site and (b) those that deliver the _same_ curriculum at all sites. Programs that deliver a _different_ curriculum at each site must be accredited as separate programs. Programs that use the _same_ curriculum at all sites may be accredited together by paying an additional fee per site and demonstrating how they assure the continuity of curriculum and program delivery across those sites and how they assure consistency in the implementation of institutional policies and procedures.

Human services programs with multiple sites **must**:
1. Provide policies and procedures which document the following:
   - continuity of the curriculum across all sites;

- availability of resources across all sites;
- consistency of Program/Institutional policies and procedures.

2. Provide appropriate technology to complete the requirements of the site visit.

3. Identify and select representative sites to visit.

Institutions/Programs that offer Human Services degrees at more than one level (Associate, Baccalaureate, and Master's)

1. **Membership**

   Only one membership fee per Institution is required.

2. **Accreditation Fees**

   An application and an accreditation fee are required for each degree level.

3. **Self-Studies**

   A separate Self-Study, including narrative and supporting documentation, is required for each degree level for which accreditation is being sought.

4. **Self-Study Readers**

   A separate team of readers, with no less than three readers per Self-Study, will be assigned to evaluate the Self-Study for each degree level.

   If a site visit is required, one reader from each team will be identified as the Lead Site Visitor.

5. **Site Visits**

   If the self-studies for all degree levels are submitted concurrently, a single site visit will be conducted.

   If self-studies are submitted at different times, a separate site visit for each program is required.

   Each Lead will submit a separate report to the Board

Approved June 2018

Appendix E   Self-Study Checklist

REQUIREMENT	DATE COMPLETED
CERTIFICATION OF SELF-STUDY PAGE IS CORRECTLY FORMATTED AND INCLUDES THE REQUIRED INFORMATION	
I PREPARATORY WORK	
A. Program membership in the CSHSE is current	
B. Application for program accreditation/reaccreditation: • Application and application fee mailed to ASCENT Management, who then notifies the Vice President for Accreditation. • The VPA will email a letter of "Notice to Proceed" • Board Member-at-Large will be assigned and noted in the Notice to Proceed letter	

C. Self-Study Committee:
• Membership Representatives: Full and part-time program faculty, Field Placement Supervisors, members of Advisory Committee, program alumni, and current students
• Regular meeting schedule
• Committee members and program faculty understand standards
• Committee tasks:
  All Standards appropriate to degree level reviewed
  Program compliance with each standard assessed
  Plan a timetable for achieving compliance with each standard
  Plan a timetable for writing Self-Study	

D. Folder for Each Standard: • Documents in folder to verify compliance with each standard • No missing items • Contains faculty and Advisory Committee comments/advice	
E. Matrix Illustrating Relationship of Required Courses to Curriculum Standards • Blank matrix downloaded from CSHSE website • Matrix content provided by relevant Program faculty • Assurance of compliance provided by relevant program faculty • Self-Study Committee involved in matrix completion • Matrix completed early in the Self-Study process	

II. GENERAL GUIDELINES	
A. Make the Self-Study "user friendly" • Certification of the Self-Study Page is properly completed using format in Appendix G of Member Handbook • Required Self-Study Introduction Information is included and each section is specifically identified and addressed • Narrative is completed using the Self-Study Template and is in PDF format • Pages in the narrative and all attachments/appendices are numbered and all attachments are in PDF format • Attachments/appendices are included in the Table of Contents • Course syllabi are included from required courses for all students and, if appropriate, required courses for students in concentrations • Table of Contents for Narrative and Appendices/Attachments present and properly located • Consistent format for each standard • All sections clearly labeled and navigation between the Self-Study narrative and supporting documents is user friendly • Appendices/attachments consistently referenced to verify compliance • Appendices/attachments in logical order as possible • Appendices/attachments consistently described in narrative	
B. Narrative makes program "come alive" • Strengths and uniqueness of program always highlighted • Glossary of Terms in Introduction section of narrative: • Define all terms and acronyms • Reader will know the program and community • Provide detail, but not too much	
C. Clear statements of how program complies with each standard • Each specification identified and addressed separately • Specific explanation of how program complies with each standard and specification • Appendices/attachments present and referenced to verify compliance • Self-Study reports what is current • Deficiencies are described; rationale for deficiency provided, or process and timetable for achieving compliance	

III GUIDELINES RELATED TO STANDARDS	
A. Standards #1-10 – General Program Characteristics • Each standard and specification addressed separately • Standard and specifications stated as written before compliance narrative appears • All specifications for each standard are addressed • Consistent references throughout narrative to supporting appendices/attachments	
B. Curriculum Standards (#11-20 Associate; #11-21 Baccalaureate; #9-20 Master's) • Use Matrix Illustrating Relationship of Required Courses to Curriculum Standards as reference framework • Introductory overview to Curriculum Standards (optional) • Each standard addressed separately • All specifications for each standard are addressed • Specific courses complying with standard and its specifications are identified and match courses identified in Matrix Illustrating Relationship of Required Courses to Curriculum Standards • Explain how courses comply with specifications • Specific assignments, class exercises, activities highlighted • Assignments not included in a syllabus are explained in the narrative • All syllabi included in appendices/attachments and referenced in the narrative • Manual and other materials relevant to field placements in appendices/attachments and referenced in the narrative	
IV. **Document Edited** • Spelling and grammar checked • Embedded links and external links working (no password protected URL)	

Appendix F CSHSE Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies

1. Submission of Self-Studies for Initial Accreditation/Reaccreditation

Electronic Submission is required for all Initial Accreditation, Interim Report and Review, and Reaccreditation Self-Studies

Submission Format: The Self-Study narrative and all appendices/attachments must be submitted on a Flash Drive to all contacts on the Reader Assignment Form.

- The Self-Study Template appropriate to the degree level must be used in completing the Self-Study narrative.
- Pages in the narrative and all attachments/appendices must be numbered.
- Attachments/Appendices must be included in the Table of Contents, which is part of the narrative.
- Navigation between the Self-Study narrative and supporting documents must be straightforward. Information must be either linked between documents with an easy return to the same place in the narrative or organized into folders that are clearly referenced and easily located.
- All electronic documents must be in PDF format. Attachments/appendices located on college or university websites, such as catalogs and student handbooks, must be downloaded and submitted in PDF format or referenced with an active link to the URL.

2. Sample Contents of Electronic Folder

All documents should be in one folder entitled Self Study [College Name]
Letter to readers with navigation directions or explanations
Certification of the Self-Study (pdf copy of signed original)
Self-Study Narrative (use appropriate degree template) Glossary of terms and Matrix should be included within the template. Programs may also include single pdf documents of glossary of terms and Matrix within this folder for easy access by readers.
List of Appendices/Attachments
For Interim Report and Review or Reaccreditation Self-Studies Only: Include a pdf copy of the VPA letter noting requirements and recommendations from the previous accreditation. The response to the requirements and recommendations must be submitted within the Self-Study narrative.
Appendix folder (Contains organized subfolders with documented evidence corresponding to the Standards and specifications)

Approved June 2018

Appendix G   Format for Certification Page of Self-Study

Include a pdf copy of the original signed Certification Page of the Self-Study. The program should retain and maintain the original until the next accreditation cycle.

Certification of Self-Study of: Program Name
Department Name College Name
Institution name (if different)

Self-Study submitted for accreditation approval to the Council for Standards in Human Service Education On (date):

[Program Name] hereby requests accreditation for the following degrees: Name / degree

Name / degree

This Self-Study is submitted in request of initial accreditation. [OR]
This Self-Study is submitted in request of reaccreditation beginning (date). Initial accreditation was granted (date).

I hereby certify that I have reviewed the attached Self-Study and
that it fairly and accurately represents the above stated program and curriculum.

___(signature)___
Typed name, Title (Program Director and/or Chair), Date

___(signature)___
Typed name, Title (Dean), Date

___(signature)___
Typed name, Title (Chief Academic Officer e.g., Provost, VPAA), Date

Appendix H   Accreditation Standards and State and/or Local Laws Governing the Human Service Education Program Seeking Accreditation

CSHSE accredits human service education programs in the context of the communities and institution they serve. This includes respect for the overarching mission, goals and policies of the institution where the human service program is housed and respect for the state and local laws governing both the institution and the human service program seeking accreditation.

Policy Statement: When, in the process of accreditation, a conflict exists between CSHSE Standards and/or Specifications and state and/or local laws that govern both the human service program and the institution in which it is housed or with institutional policies, state and/or local laws and institutional policies will take precedence over CSHSE Standards.

Procedure: When such a conflict is present, programs will be asked to provide both an explanation of the conflict and appropriate documentation. The CSHSE Board will review the documentation to ensure that such a conflict exists prior to waiving the Standard(s) and/or Specification(s) in question.

Approved February 2011

Appendix I CSHSE Policy for Board Accreditation/Reaccreditation Decisions

The Board of Directors of the Council will take action on the initial accreditation, interim report and review, or reaccreditation at the appropriate Board Meeting (see schedule of deadlines in Member Handbook) based on: reader reports evaluating the Self-Study; Site Visitor reports; and policies and procedures of the Board. Programs under review will be informally notified of Board action via email, by the Vice President of Accreditation, within 10 days, and formally notified of Board action, by a letter from the Vice President of Accreditation, within 30 days. Board action will also be posted on the website within 30 days following the Board decision.

A. **Accredited with no conditions—approval of initial accreditation/reaccreditation with no conditions**; all Standards are considered met; recommendations may be stated but no follow- up is required until the next accreditation. These recommendations are not specifically dictated by the Standards and are intended to enhance the quality of the program and/or the next accreditation Self-Study.

B. **Accredited with provisions—approval of initial accreditation/reaccreditation articulating specific requirements for the next reaccreditation period**;

   1. The provisions are dictated by the Standards and must be met and documented prior to the next reaccreditation, but no interim Progress Report is required.

   2. The provisions are dictated by the Standards, or are related to activities that were being implemented at the time a Self-Study was submitted and/or when a site visit was conducted. The CSHSE will specify the requirements that must be addressed in an interim Progress Report, which will be due at a time determined by the CSHSE.

C. **Tabling Accreditation/Reaccreditation consideration because the Self-Study is incomplete, and there is not sufficient information to make a decision**;

   1. **Accreditation/Reaccreditation consideration is tabled by a majority of the readers.** A majority of the Self-Study Readers have independently determined that the Self-Study does not provide adequate evidence of compliance with the Standards and Specifications or that the previous CSHSE requirements for reaccreditation have not been sufficiently addressed. [CSHSE Reader/Site Visitor Policy and Procedure, A.6.0 – A.6.4]

      a. The Vice President of Accreditation (VPA), in consultation with the Lead Reader and Board Member-at-Large, notifies the program of the additional evidence required to demonstrate compliance with the Standards and Specifications.

      b. Upon notification by the Vice President of Accreditation, a program is given 90 days to work with the Board Member-at-Large to achieve compliance. Supporting documentation will be submitted to the VPA, the Board Member-at-Large, and each reader.

      c. The Lead Reader makes a recommendation for further action to the VPA.

      If information is not received within 90 days, the program must reapply for accreditation.

2. **Accreditation/Reaccreditation is tabled by the CSHSE Board.** The Board decides to postpone an accreditation decision because the Self-Study is incomplete, and there is not sufficient information to make a decision.

   a. When consideration has been tabled, the program must furnish the requested information no less than 30 days prior to the next Board meeting.

   b. If the information is not furnished, then the accreditation will not be approved.

3. **Initial accreditation decision is tabled.** The program shows promise but a majority of the readers (evaluators) has identified issues of concern and recommends that the program be given a specified time period to address those concerns and to re-submit its Self-Study.

4. **Reaccreditation is tabled.** Programs that cannot meet deadlines due to extenuating circumstances may request an extension of up to one year by submitting a letter of request to the Vice President of Accreditation. When an extension is granted, accreditation will be continuous from the date the accreditation was due.

D. Non-approval of accreditation: Accreditation is denied under the following circumstances:

   a. The program does not meet accreditation standards.

   b. The program has not furnished the requested information and/or documentation when an accreditation decision has been deferred by the Board (see Tabled by the CSHSE Board)

Other CSHSE Board actions: In addition to the four actions that can be taken by the CSHSE Board, circumstances may warrant the following:

1. **Warning related to accreditation status:** the CSHSE acts to warn a program that its accreditation may be in jeopardy when the program is not in compliance with one or more CSHSE National Standards. A follow-up report (see below) is required to demonstrate that the program has taken appropriate steps toward compliance. Warning indicates that the CSHSE believes that, although the program is out of compliance, the program has the capacity to sustain itself in the long term. Depending upon the circumstances related to the Warning, a site visit may be required.

   Follow-up Report – a substantive, detailed report required when a program:

   1. is not in compliance with one or more Standards;

   2. has potential to become non-compliant with CSHSE Standards;

   3. has issues that are more complex or numerous to be addressed in standard reporting formats; and/or

   4. has a substantiated complaint against it.

   5. has Program and SAI links on the CSHSE website that are inactive or have broken links.

   The Follow-up Report will contain the following:

   a. A complete and comprehensive assessment of the issue and/or problem(s) under

review;

b. An appropriate plan for achieving compliance within a reasonable time frame;

c. A detailed timeline for completion of the plan;

d. Evidence that the plan has been implemented according to the established timeline; and

e. Reasonable assurance that the program can and will achieve compliance as stated in the plan.

2. **Conditional Accreditation:** The CSHSE places a program on Conditional Accreditation when, in the CSHSE's judgment, the program is not in compliance with one or more of the CSHSE's Standards, and this non-compliance is sufficiently serious, extensive or acute that is raises concerns about one or more of the following:

a. the adequacy of the education provided by the program;

b. the program's capacity to make appropriate improvements in a timely fashion; or

c. the program's capacity to sustain itself in the long term.

If the CSHSE has previously tabled consideration or issued the program a warning, the CSHSE may place a program on Conditional Accreditation if it determines that the program has failed to satisfactorily address, in a timely manner, the CSHSE's concerns in either the prior action of tabling or warning regarding compliance with CSHSE Standards. The action of Conditional Accreditation is accompanied by a request for a follow-up report (see **Follow-up Report above)** describing actions taken by the program to achieve compliance. A site visit may be required before removal of Conditional Accreditation is considered.

a. Conditional Accreditation will not exceed one year.

b. A program placed on Conditional Accreditation may request reconsideration and present its case for restoration of accreditation through the Appeals Process. (see Appeals Policy and Procedures, Member Handbook, Appendix E)

3. **Suspend or revoke accreditation:** The CSHSE initiates suspension/revocation of accreditation if the following occur:

a. The program is found to be out of compliance with one or more CSHSE Standards and the CSHSE does not believe, based on responses and progress reports from the program, that compliance can be achieved within the one-year time frame.

b. The program has a substantiated complaint against it that the CSHSE has determined is sufficiently serious to initiate the withdrawal of accreditation.

c. The program has failed to satisfactorily address, in a timely manner, the CSHSE's concerns expressed during one of the following actions: tabling a decision; warning related to accreditation status; conditional accreditation.

Since the decision to suspend or revoke accreditation is an adverse one, the program may request reconsideration through the Appeals Process (see Appeals Policy and Procedures, Member Handbook, Appendix E).

Lapse in accreditation status: The accreditation status of a currently accredited program lapses under the following circumstances:

1. **Non-payment of membership dues:** Current membership must be maintained as a condition of accreditation. If membership lapses for non-payment, accredited programs are notified by mail that the accreditation has lapsed. Program accreditation that has lapsed for non-payment can be reinstated within 90 days of October 31 (received by January 31) by paying the outstanding membership fee, the late charge and a reinstatement charge.

2. **Reaccreditation application and fee are not received by the due date:** The program has not submitted a *Reaccreditation Application* and the reaccreditation fee at *least six months prior to the ending date of the current accreditation.* In this case, the program must begin the process as if they have never been accredited. Official records will show the lapse in accreditation

3. **Failure to meet the deadlines stated in a one-year extension of the reaccreditation period.** If a program seeking reaccreditation cannot meet the conditions and deadlines indicated in the letter from the Vice President of Accreditation granting the extension, the program's accreditation will lapse, and the program must apply for accreditation as if it were an initial accreditation.

Reviewed and revised June 2018

Appendix J   Reader and Site Visitor Policy and Procedures

Accreditation is based on a Self-Study process completed every five years. Site visits (two Site Visitors) are conducted every 10 years beginning with the Program's initial accreditation. The process for the evaluation of self-studies by four independent readers is the same for accreditation, reaccreditation, and reaccreditation requiring a site visit.

This document specifies the policies and procedures for:

A. Reader Evaluation of Self-Study

B. Site Visit for Accreditation or Reaccreditation

A. Reader Evaluation of Self-Study

1. **The program files an application for initial accreditation or reaccreditation and pays the appropriate fees.**

2. **The Vice President of Accreditation (VPA) selects a minimum of 3 readers and identifies one as the Lead Reader. If a site visit is required, the Lead Reader will also serve as the Lead Site Visitor.**

3. **Each reader independently reads and evaluates the Self-Study.**

    a. Each reader submits the required Reader Report Forms to Lead Reader.

4. **The Lead Reader:**

    a. Serves as the coordinator for the accreditation/reaccreditation process,

    b. Contacts other readers to determine that self-studies were received,

    c. Establishes a deadline for the readers' written reports within 45 days from the point the Self-Study was received by ALL of the readers and confirms the deadline with the other readers and VPA,

    d. Collects electronic reports from each reader,

    e. Collates all responses to specific Standards and Specifications and submits report to the VPA, and

    f. Presents the collated report at the appropriate Board meeting.

5. **If a majority of the Readers independently determine the Self-Study provides adequate evidence of compliance with the Standards and Specifications and that all previous CSHSE requirements have been met:**

    a. The VPA in consultation with the Lead Reader and Board Member-at-Large notifies the program applying for accreditation that it is approved to proceed with a site visit.

    b. The VPA in consultation with the Lead Reader and Board Member-at-Large notifies the program applying for reaccreditation that requires a site visit (every 10 years) that it is approved to proceed with the site visit.

    c. At the next scheduled Board meeting, the Board formally acts on the collated reader report of a program not requiring a site visit for reaccreditation.

6. **If a majority of the Readers independently determine the Self-Study does not provide adequate evidence of compliance with the Standards and Specifications or that the previous CSHSE recommendations have not been sufficiently addressed:**

   a. The VPA in consultation with the Lead Reader and Board Member-at-Large notifies the program of the additional evidence required to demonstrate compliance with the Standards and Specifications.

   b. Upon notification by the VPA, the program is given 90 days to work with the Board Member-at-Large to achieve compliance. Supporting documentation will be submitted to the VPA, the Board Member-at-Large, and each reader.

   c. The Lead Reader makes a recommendation for further action to the VPA.

   d. If information has not been received within 90 days, the program must reapply.

7. **In the event of a split decision (2 and 2):**

   a. The Lead Reader requests the VPA to independently read and evaluate the Self-Study and submit an assessment report to the Lead Reader.

   b. The VPA may request the assessment be done by an alternate Board member. Upon receipt of the assessment report, the Lead Reader proceeds with the steps for approval or denial of accreditation congruent with the above.

B. **Site Visit for Accreditation and Reaccreditation**

1. **The Lead Reader also serves as the Lead Site Visitor.**

2. **The VPA identifies one other reader to serve as a Site Visitor.**

3. **The Lead Reader/Site Visitor coordinates the site visit congruent with the suggested site visit itinerary found in the current *Member Handbook: Accreditation and Self- Study Guide* and notifies the VPA of the date.**

   a. The Program works directly with each Site Visitor to schedule travel arrangements.

      a. *Programs requiring a site visit for initial accreditation or for a 10-year reaccreditation will pay a flat fee of $2000.00 per Site Visitor. CSHSE will then reimburse the Site Visitors directly for all travel expenses.*

   b. The Lead Reader/Site Visitor writes the site visit report and submits it to the VPA and all Board members.

4. **The VPA places the accreditation review on the next Council Board meeting agenda no sooner than 45 days after the scheduled site visit.**

CSHSE Reader/Site Visitor Policy, Adopted 10/31/06, Revised June 2018

Appendix K External Reader Approval Policy

Policy

The Board will use non-board members as external readers to review and evaluate self-studies and perform site visits.

Recruitment

Board members will recommend persons who have expressed an interest in participating as external readers with goals of (a) protecting the integrity of the work of the Council, (b) maintaining a balance of readers from different levels of degree programs and representing a broad geographic area, (c) being intentional in soliciting readers from diverse groups including, for example, age, race, ethnicity, gender, sexual orientation, and ability, and (d) engaging colleagues for future position as Board Member-at-Large.

Qualifications

- Current or former Faculty member at a CSHSE member program.

- Five years' experience teaching in higher education.

Compensation

Site Visitors and readers are non-paid volunteers (including Board members), but all Site Visitor's travel expenses are paid by the Program seeking accreditation. The only foreseeable expense to readers and Site Visitors would be postage for mailing reports, photocopying reports, and some long-distance calls.

Approval Process

Interested persons should submit the following to the Vice President of Accreditation who approves, trains, and assigns the external readers to Self-Study evaluation and site visits.

- A cover letter stating (a) interest in participating, (b) reasons for participating, (c) amount of time that can be committed, and possibility of connecting at NOHS national conference.

- A current curriculum vita.

- Letter of support from Dean or Chair

- One other letter of reference

Approved May 24, 2011, Revised June 2018

Appendix L   Appeals Policy and Procedures

Purpose

This appeals policy provides a rationale and procedures for human services education programs to appeal any decision made by the CSHSE regarding their accreditation status (see **CSHSE Policy for Board Accreditation/Reaccreditation Decisions)**.

Definitions

CSHSE or Council: CSHSE or the Council refers to the Council for Standards in Human Service Education.

Appeal: An appeal is a request from a human services program to the Board of CSHSE to reconsider its decision regarding the program's accreditation status. The grounds for appeal are: (1) that the CSHSE Board made a serious error in its written policies/procedures and/or (2) that the CSHSE Board's initial decision was contrary to the weight of evidence.

Appellant: An appellant is a human services program that has submitted an appeal of a CSHSE decision regarding accreditation status.

Approved External Reader: A human services education program faculty member who has been trained and approved by the CSHSE Board of Directors to critically read and evaluate self- studies that have been submitted to the Council for accreditation or re-accreditation of a human services education program. External readers who are chosen for this process cannot be the appellant's CSHSE Board Member-at-Large or a reader involved in the process of evaluation leading to the decision under appeal.

Procedures

Step 1 After receipt of the accreditation/re-accreditation status notification letter from the Vice President of Accreditation, a program has 60 days to submit four copies of the Appeals Request Form and attached letter to the Vice President of Accreditation. (See attached Appeals Request Form).

Step 2 The Vice President of Accreditation notifies the Appellant and the CSHSE Board within 10 days of receipt of the Appeals Request Form.

Step 3 An Appeals Panel is appointed within 30 days of the receipt of the Appeals Request Form.
   a) Three people comprise the Appeals Panel: two CSHSE-approved external readers and a faculty member from another comparable accredited program, not located in the Appellant's region.
   b) The CSHSE President appoints the two CSHSE-approved external readers and the

appellant chooses the faculty member who is from a comparable accredited program not located in the appellant's region. This faculty member is neither a legal representative for the appellant nor has a vested interest in the outcome of the appeal. The Appellant sends the faculty member's name to the CSHSE President, who then communicates with the faculty member.

    c) Within 10 days of the appointment of the Appeals Panel, the Vice President of Accreditation sends the Appeals Request Form, the supporting materials, the Board accreditation status notification letter, the reports of the four original Self-Study readers, and the report compiled by the Lead Reader/Site Visitor to each panel member. (A copy of the Self-Study will be made available to panel members, if appropriate or requested.) Only Self-Study documents provided by the program prior to the accrediting/re-accrediting decision will be considered.

    d) Panel members will independently read all documents related to the appeal and submit separate reports (see Appeals Panel Member's Recommendation).

Step 4 Appeals Panel members submit recommendations.

    a) Each appeals panel member sends his/her recommendation and explanations to the Vice President of Accreditation. These documents will be made available to all CSHSE Board members.

    b) The submission of recommendations and explanations by appeals panel members must be completed no later than 120 days following the date of receipt of the Appeals Request Form.

Step 5 The CSHSE President presents the recommendations and explanations from the Appeals Panel to the CSHSE Board at its next regular meeting, or a called special meeting. The Board makes the decision, which is final.

Step 6 The CSHSE Vice President of Accreditation notifies the Appellant in writing of the Board's decision and its rationale within 10 days of the Board meeting.

NOTE: The accreditation status of the appellant remains unchanged until such time as the decision on its appeal has been rendered by the CSHSE Board.

Expenses of Appeal
a) The expenses incurred in the development and presentation of its appeal shall be borne exclusively by the human services education program filing the appeal.
b) The expenses involved in establishing the Appeals Panel, the provision of appeals materials, and any other appeals-related costs, shall be borne by the CSHSE.

ACTION	TIMELINE
A program is notified of the CSHSE Board decision on its accreditation status	30 days after CSHSE Board meeting at which its accreditation status was decided
Program files an Appeals Request Form and supporting material with CSHSE Vice President of Accreditation	Within 60 days of notification letter from the CSHSE Vice President of Accreditation
Vice President of Accreditation notifies the appellant and the CSHSE Board that the appeal has been received	Within 70 days of notification letter from the CSHSE Vice President of Accreditation
CSHSE President selects two external readers and appellant chooses a faculty member. Appellant provides the name of the faculty member to the CSHSE President, who then communicates with the faculty member and appoints the Appeals Panel	Within 90 days of notification letter from the CSHSE Vice President of Accreditation
Appeals Panel members send recommendations and explanations to the CSHSE Vice President of Accreditation	Within 120 days of notification letter from the CSHSE Vice President of Accreditation
CSHSE President presents the Appeal Panel's recommendations and explanations to the CSHSE Board for its final decision.	At the next regular meeting or a called special meeting
CSHSE Vice President of Accreditation notifies appellant of the CSHSE Board decision, which is final	Within 10 days after the Board meeting

Approved February 2007

Revised February 2011

Appeals Request Form

Name of Program: _____

Date: _____

Appellant Name:

_____

Address:

_____

_____

_____

_____

E-mail Address: _____

Phone Number: _____

Date of Notification Letter from Council: _____

Additional contact information (if different from the above):

_____

_____

_____

_____

Appeal Details

Attach a letter addressing the following:

1. **Accreditation status decision being appealed and desired outcome.**

2. **State specifically the grounds for the appeal: Grounds are restricted to the following:**

    a. **that the CSHSE Board made a serious error in its written policies/procedures, and/or**

    b. **that the CSHSE Board's initial decision was contrary to the weight of evidence.**

Appeals Panel Member's Recommendation and Explanation

Panel Member Name and Affiliated Institution:

_____

_____

_____

Appeals Panel Member's Recommendation:

☐ **Appeal of Accreditation Status Decision Upheld Appeal of Accreditation Status**
☐ **Decision Denied**

Signature: _____

Date: _____

Recommendation Explained: (attach additional pages if necessary)

Appendix M CSHSE Policy and Procedures for Complaints

Introduction: This policy has been established to deal with complaints concerning programs and their institutions, coming from students, faculty, and other parties. Complaints covered by this policy are those related to program and/or institutional compliance with the National Standards for Human Services Education.

1.0 Policy on Complaints

1.1 Complaints within the jurisdiction of this policy are limited to the ability of the human services education program and/or its affiliated institution to meet the conditions of CSHSE accreditation; i.e., the National Standards at the Associate, Baccalaureate, and Master's Degree level.

1.2 Complaints may come from faculty, students and other parties.

1.3 Complainant must have exhausted the complaint/grievance procedures at the institution if applicable.

1.4 Once it has been determined that the complaint is within the purview of the CSHSE, it will be forwarded to the human service education program and/or its institution and a formal response will be requested.

1.5 The complainant will receive a copy of the program's and/or institution's response and will have a final opportunity to rebut that response.

1.6 A copy of the complaint, response, and the rebuttal will be retained by the CSHSE in the program's file.

1.7 The CSHSE will not consider a matter that is more than five years old.

2.0 Complaint Procedure

2.1 The complaint must be on the form provided on the CSHSE website.

   2.1.1 The form includes the following:

      2.1.1.1 Complainant contact information, including a street address for future correspondence;

      2.1.1.2 A brief narrative of the facts of the complaint;

      2.1.1.3 All previous attempted resolutions regarding the complaint;

      2.1.1.4 An indication of why the complainant believes the issue is related to National Standards and CSHSE accreditation;

      2.1.1.5 The identification of the Standard(s) and/or its Specification(s) that is/are relevant to the complaint;

      2.1.1.6 A signature and date.

   2.1.2 Complainant must attach all documentation related to previous attempts to resolve the complaint.

   2.1.3 Complainant must attach additional relevant documents that support the narrative describing the complaint. Examples: *institutional and/or program*

policies, portions of course syllabi, assignments, learning agreements, etc.

    2.1.4   A person bringing a complaint on behalf of another (e.g., son, daughter, client) must include that individual's consent in writing to allow such communication.

2.2 Complaints will be submitted to the CSHSE Vice President of Accreditation.

2.3 The completed form can be sent by regular mail or submitted electronically in scanned PDF format; no other electronic format will be accepted.

2.4 The Executive Committee of the CSHSE reviews and acts on the complaint within 30 days. One of the following actions will be taken:

    2.4.1   Request additional information; complainant has 30 days from receipt of second day air to respond;

    2.4.2   Forward to the program or institution; program or institution has 30 days from receipt of second day air to respond;

    2.4.3   Reject the complaint because it does not fall within the purview of the CSHSE.

2.5 After the responses from the institution and the rebuttal have been received, the Executive Committee will review the documents and make a recommendation to the Board. At the next regularly scheduled meeting, the Board of Directors will decide on one of the following actions:

    2.5.1   Dismiss the complaint;

    2.5.2   Request additional information for further review by the Executive Committee;

    2.5.3   Request compliance with the standard within a specified timeframe.

2.6 If the board action is to request compliance with the standard, the institution must respond within the specified timeframe documenting compliance. The Board of Directors will:

    2.6.1   Confirm compliance;

      2.6.2   Consider the issue resolved and inform the program.

2.7 In the case of noncompliance, the Board may suspend or revoke accreditation. (No response within the specified timeframe is considered noncompliance.) The program will be officially informed.

Revised and approved February 2011