



Council for Standards in
Human Service Education

Bulletin

*Highlighting best practices in
human service education*

Gigi Franyo-Ehlers
Editor

A Message from the President

Elaine R. Green
Chestnut Hill College
CSHSE President

In October, the CSHSE Board will go through a transition as Jackie Kaufmann steps down from the Vice President of Accreditation position after serving on the CSHSE Board for more than eight years as the Midwest/North Central Regional Director before becoming the VP of Accreditation. We appreciate Jackie's many years of service and look forward to her continued contribution as a self-study reader and site visitor. The Board approved Laura Kelley as the new Vice President of Accreditation. Laura has been working with Jackie for several months and will fully assume the the position at the October Board meeting.

In addition, Yvonne Chase, Assistant Professor, Human Services, University of Alaska-Anchorage, will be completing Laura Kelley's term as the Far West and Northwest Regional Director. Yvonne is familiar with the work of the Council, as she has been a self-study reader and site visitor for several years. We welcome Yvonne to the Board.

As of July 2106, a new policy for payment of site visit reimbursement has gone into effect. The fee for each site visitor is \$2,000. Programs applying for initial accreditation and reaccreditation after July 1, 2016, will be billed accordingly. When a program requests readers, ASCENT Management will send an invoice to the program, payable within 45 days. Site visits will be scheduled upon receipt of payment. In addition, the accreditation application fee will increase to \$500.00, effective July 1, 2017.

In June 2016, the CSHSE Board conducted a one-day strategic planning session. The last

strategic planning session had been completed in May 2011, and since then, the Council had many significant accomplishments and changes. The 2016-2019 Goals include the following initiatives:

- Organization Structure-review the CSHSE by-laws and board composition to ensure optimal functionality.
- Succession Planning/Membership-determine skills needed for Board functions and encourage CSHSE members to consider serving on the CSHSE Board.
- Strategic Partnerships-identify potential collaborating organizations and advocates related to Human Service education.
- Communications (Internal and External)/Research/Marketing/Member Relations-recruit new member programs through concerted outreach efforts and support programs seeking accreditation and reaccreditation.

We look forward to seeing you in Tampa, Florida, at the Annual Conference of the National Organization for Human Services. The Council will again be presenting "Doing the Write Thing-Simplifying the Accreditation Process." The Council will also be hosting a reception for all CSHSE member programs and those interested in becoming a CSHSE member.

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Curriculum by Design

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Human Services Program

Two-year technical colleges have a direct mission for students to gain job specific skills that create workforce ready students upon graduation. The curriculum of Central Ohio Technical College's Human Services program is built around this technical college philosophy and uses the following three strategies to implement this mission: Keep It Real, Basic Generalist Approach, and Toolbox Assignments.

Keep It Real

Educators understand that learners need various methods of classroom instruction in order to retain and learn the information. Strategies are used to engage auditory, visual and hands-on learners. At COTC's Human Services Program, they are taken one step further. Curriculum content is based on - what does this really mean to the student? Knowledge focused concepts are expressed in words and in terms that show the student why the information is relevant for their next step - the career. This approach "turns the light bulb on," and concepts are understood because they then become important to know. They are real.

For example, in the Case Management course students create client scenarios based upon the client population they want to work with and an agency of their choice. Typically, this scenario is where the student sees himself or herself working upon graduation. The course then walks the student through a client situation from the moment the client enters the agency door until client termination. Case management concepts and styles are taught in the lecture, and then hands-on documentation skills are used to demonstrate the learning. Students quickly determine the REAL of the course learning objectives because they value learning how to proceed with a client and agency of their preference.

This strategy creates engaged students with big vision understanding of what it all really means in the work place setting. Once students enter into the practicum environment they have opportunity to explore and experience the content learned in the classroom in a real agency environment.

Basic Generalist Approach

Two-year degree Human Services graduates obtain entry-level professional opportunities. Often, these graduates are at the forefront of agency operations. A basic generalist approach to the helping profession becomes critical in their being effective with the client. The curriculum within the program identifies both required foundation knowledge and a specific generalist skills set.

Foundation Knowledge	Generalist Skills Set
Profession history	Interpersonal skills
Ethics and values	Interviewing and assessment skills
Social welfare and policy	Case management skills
Addictions	Documentation skills
Family dynamics and systems	Group facilitation skills
Professional values and growth	Crisis intervention skills

The foundation knowledge is established by examining what most students would need to know working in any population within the human services field. For instance, addictions studies is a required course in the curriculum as it is determined that all workers should have a basic understanding of addictions regardless of the population they choose to work. The same is held with family dynamics and systems; this content is beneficial to all students in their effectiveness with working with clients in any human services setting.

The Generalist Skills Set is in constant review and evaluation from the program's stakeholders to evaluate if workforce demands are being reached. Each of the curriculum requirements is a skill that all students should be competent in upon graduation. Classroom exercises and practice, and practicum experiences are used to evaluate the competence and determine student readiness for the workplace.

A COTC Human Services student stated the following: "In one of my first classes I was terrified of the thought of having to use a video recorder to show that I knew how to ask a probing question, I almost dropped the class as I was so scared! But I didn't and am so glad now that the Professor made us do that activity. I am less scared now at my practicum site and I do use that skill."

Toolbox Assignments

The curriculum is purposeful in ensuring that all courses, even those non skill-set courses, have learning activities that present tools. These tools are resources that the student would use when working with clients.

For instance, in the Social Welfare and Policy class students create a policy analysis chart that identifies local social welfare agencies, program and services offered, contact information, eligibility rules and referral procedures. This document is added to the toolbox for future use and reference.

In the Social Services for Aging Population course, students compare and contrast services available for seniors between the county where the students reside and another

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county of their choice. Students compare services such as housing, transportation, adult day care services, long-term care facilities and home delivered meals. Again...building a document resource for the toolbox.

In the Chemical Dependency II class the students complete an Ecomap. The Ecomap teaches the student to document the connections between the client and the outside world, and provides a way to visualize the quality of those connections. Students learn the importance of a systems perspective and the powerful intervention of the Ecomap. This intervention method is also added to the toolbox.

Each of the three strategies adopted by COTC's Human Services Program is dependent upon the other to be effective and establish prepared human services professionals. The examples of toolbox assignments from foundational knowledge content show the importance of keeping it real to the student so the content is not only learned but also used. The purpose driven activities within the curriculum lead to valued resources and competent generalist-skilled students who have learned through this blended use of three bold strategies used by this Human Services program.

The Hearing Voices Simulation: An "A-ha" Lesson

Diane S. Haller
Rhodes State College
Human Service Program

Have you seen the Excedrin television commercial where the mother gets to experience what her daughter's migraine headaches are like? People have commented about what a powerful commercial that is, and as educators, wouldn't we love to have such simulators available for our students' learning? "Augmented reality" technology is allowing non-sufferers to experience aspects of different health conditions such as migraines, depression, schizophrenia, or even how aging impacts the body. What isn't available are the super-sized budgets needed to purchase and maintain this technology.

While not the high tech of "augmented reality," there is a training curriculum available to help people experience what it would be like to hear voices, much like a person experiencing auditory hallucinations. The curriculum is called "Hearing Voices That Are Distressing" and is available through the National Empowerment Center. The curriculum package includes a recorded simulation of "voices." It can be purchased as an MP3 download or on CD, and has slightly less than 40 minutes of the voices simulation.

The Human Service and Criminal Justice Programs at Rhodes State College have used this simulation for many years to help students get a better grasp of what hearing voices would be like. The reactions expressed by students range from mild to major, as is true with most educational lessons. However, they by far exceed the impact students report from watching movies or listening to lectures on this topic. Consistently, we get comments like "I had no idea," "I couldn't wait to turn that off," and "That helped me understand what hearing voices would be like more than any other training."

Students put on headphones to listen to the voices while we have them participate in different activities such as doing puzzles or other types of games that require focus, following directions to walk to different locations around the building, and asking some typical mental status type questions, such as having to remember a series of words and counting/spelling backwards. The recorded "voices" range from mumbling, to noises that many describe as heartbeats

and shushing, to clear voices making different statements, including giving repeated humiliating commentary which has some mild profanity.

We may add an additional component to the simulation by acting irritated at the students' inability to complete tasks by rolling our eyes, shaking our heads, or verbally scolding them for not paying better attention. These responses add to the simulation by allowing students to experience what it is like to get these types of reactions from a helping professional and serve as a "what not to do." After the simulation it is important to have a debriefing and discussion period to allow students to share their experiences.

Recently, the Human Service and Criminal Justice faculty partnered with some of our Allied Health faculty to demonstrate activities that we use to develop deeper understanding and empathy in students. Our Allied Health colleagues brought in items that would limit people's vision and mobility, there were special vests that allowed people to experience what it is like to struggle with breathing, and we brought in our hearing voices simulation. This collaboration also resulted in an interesting discussion about how our students often think their interaction with consumers will be limited only to those conditions specific to their field of study. An interesting solution to help with this would be to do some "cross discipline" training with one another's students using the various simulations we each possess within our programs.

For us, the hearing voices simulation has helped provide a valuable "a-ha" lesson. We did have to purchase the curriculum, and then of course there is the cost of the CD or MP3 players, headphones, and batteries to run devices if needed. If interested, but all the needed money is not in your budget, consider talking with some other programs that could also utilize the simulation with their students.

Information on the Hearing Voices That Are Distressing curriculum, including a short sound byte of the voice simulation, can be obtained from the National Empowerment Center Store at <http://www.power2u.org>

Engaging Human Services Students Through Active and Applied Classroom Exercises

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Human Services Program

Our program strives to infuse activities into our classes that promote applied critical thinking and skill development. The following are examples of classroom activities that have engaged students in these goals.

Poverty Simulator

One of the activities utilized in two classes is a poverty simulator (playspent.org). The Urban Ministries of Durham, an organization with the mission of ending homelessness and fighting poverty, developed the simulator. The simulator guides the user through a month with a \$1,000 starting budget. Decisions include weighing employment, food budgets, financial emergencies (such as an ill pet), and family considerations (such as whether to attend a child's function or work overtime).

In *Introduction to Human Services*, students engage as a classroom, playing through the simulator. Students debate the merits of each option and vote. For example, the simulator has you decide how close to live to your job, making decisions about the benefit of paying more for rent or transportation. For example, a student asked, "Why don't you just take the train and work while you're on the train?" The class engaged in a thoughtful discussion about the type of work that would allow the luxury of working on the train, the amount of time needed for public transportation, and the associated costs, such as a laptop. Sometimes, we only get through a few scenarios because students are very engaged in the decision making process and integrating their knowledge from readings and lecture.

In *Crisis Intervention*, students engage in the same activity but are broken up into two groups. Minimal instructions are given except that the first group is to make decisions as if they were the consumer, and the second group is given the instruction to make decisions as if they were a human service professional. Each group comes to a general decision within the group, then discusses it with other groups to try to come to a classroom decision. Students recognize quickly that the consumers and the human services professionals do not always see eye to eye on why particular decisions are made. From a biopsychosocial perspective, students discuss issues such as the difficulty of decision making, worldview, issues of perceived resistance and countertransference, and integrating the principles of crisis intervention in a collaborative manner. This is in addition to reinforcing the difficulties of poverty, and its role in a crisis or as a crisis.

Needs Assessment Service Learning Project

For this activity, students in *Research Methods* design and conduct a needs assessment for a community agency.

Before the semester, the instructor partners with a local agency or program interested in collaborating on a needs assessment. (Fieldwork supervisors are great resources for starting collaborations.)

Students are taught what a needs assessment is, how to conduct one, and data analysis techniques. Students are given several sample needs assessment surveys. In small groups, students critique the surveys, identifying effective and ineffective questions. Next, a representative from the partnering agency conducts a presentation, wherein an overview of the populations served, programs provided, etc. is explained. Through class discussion and consultation with the agency, students decide on a target of the needs assessment (such as clients, employees, or community members) and an appropriate methodology.

In small groups, students brainstorm questions for the needs assessment survey, and ideas are presented to the class. The class (and instructor) decides which questions to ask; the instructor or a class volunteer creates the survey. The survey is sent to the agency for approval, and they send it out to the target audience. Confidential information is not collected, nor does the class have access to agency contacts.

Once the data have been gathered, students analyze the results in small groups, each group having its own specific task. For example, one group may focus on overall response trends, while another group disaggregates the data by gender. Findings are shared with the class, and recommendations based on the results are discussed. The instructor compiles the information and provides a summary plus the raw data to the partnering agency. Limitations of this process are clearly outlined.

Typically this project takes four to six class periods over a semester to complete. It can be utilized to provide students with a real-life activity for not only learning about needs assessments, but also practicing survey development, choosing appropriate methodologies, and analyzing data.

The goal of these exercises is to develop critical thinking skills to address problems and solutions at the individual and systemic levels. By encouraging students to engage in active learning exercises across the curriculum, students anticipate and respond positively to real-time feedback and skill development. Students can apply theory and skills in a practice-oriented environment, and actively engage in material. Students have an opportunity to feel ownership over the process while developing necessary skills for future human service work.

Effective Online Learning

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Department of Counseling and Human Services

Online learning, even in an applied field such as human services, is a popular option for students. And while most faculty feel a special resonance with classroom interactions, online courses are far and away the popular option with students. Drawing from a combined 19 years of experience creating and facilitating online courses, we would like to pass on a few suggestions concerning course design and an activity for your consideration.

Tip #1: Acknowledge students' anxiety

First, know that most of your students, whether it is their first online course or their tenth, will have some degree of anxiety. Acknowledge and normalize this in introductory statements. Exude warmth and kindness as the course begins. Gush. It is typically very appreciated!

Tip #2: Keep it simple

Most people are anxious when encountering new experiences. Students are anxious in part because online learning - at least your class - is a new experience for them. One way to help the new to become familiar is to keep the course design simple. Have a format for learning. Repeat and build a rhythm (discussion, quiz; discussion, quiz; discussion, quiz). Many varieties can work (discussion, discussion, discussion, project; REPEAT), but the principle remains the same: use repetition to promote simplicity.

Simple design and repetition also afford a second benefit beyond reducing uncertainty and anxiety. To be successful in any course (ground or online), students have to accomplish two things: learn the content and also learn the expectations (how to DO discussions, what testing looks like, requirements for projects and assignments). Whenever the expectations are streamlined or made simpler through repetition, students then can focus more on learning the content and meeting those expectations, rather than adapting to ever shifting project guidelines. Admittedly there is a trade-off with varied learning opportunities that access students' varied learning styles and strengths. The trade-off (rapid acclimation and reduced anxiety versus varied learning approaches) is worth it for most.

Tip #3: Use effective pacing

Opening modules at intervals, versus all at once, provides a predictable structure, allows the students to work collectively on a topic, and ensures that lessons can be built upon each other in a sequential and coherent manner. Exceptions to this may be possible and desirable

once the students have demonstrated familiarity with the course management system and established some independence within the class. However, introducing course materials gradually decreases the likelihood of students becoming overwhelmed and confused.

Tip #4: Create microlectures

A variety of content delivery tools can help keep the course compelling, and students value video and audio as a point of personal connection with their faculty. Create mini-lectures with audio or video, commonly referred to as microlectures. Challenge yourself to keep them to a minute. One minute.

Tip #5: Incorporate structured group work

A primary concern regarding online courses is the perceived lack of "authentic" interaction between students and with the instructor. However, opportunities for collaboration can be readily created in an online course with a little ingenuity. Create small discussion groups within the larger course, give the students a problem to address, and then stand back and watch collaboration and synergy emerge.

Intrigued? Divide the class into groups of 5-7. Allow students some ownership of their group by asking them to select a group name, and group leaders and/or moderators. Give them a task to complete as a group. Activities that incorporate problem-solving and consensus building skills can be especially effective. For example, in a diversity awareness course taught in our department, students are encouraged to explore stereotypes by working in small teams. The team is presented with a scenario involving a hostage situation. Vague descriptions of ten individuals are presented and based on this limited information, the discussion teams must choose five people to "save". Dynamic discussion is required for consensus to be reached and subsequent dialogs on the unintentional use of stereotypes to inform the decision-making process are prolific. Therefore, these discussions can be more manageable and intimate when small groups are utilized and students can develop a sense of belongingness within the course.

Online courses are now an integral part of higher education. Internet coursework can be sterile or, worse, bewildering. But a few suggestions for effective practice can help reduce student anxiety, enrich content, establish a personal feel, and promote engagement with authentic interactions.

Extending Second Chances to Students with Criminal Backgrounds

Wendy D. Bratina

In collaboration with Melinda Eash
HACC, Central Pennsylvania's Community College
Human Services Program

College students who have a criminal background face some hurdles. I often receive phone calls from future students who are concerned about their ability to gain employment after they obtain their degree. These students openly share their stories of resilience and their desire to give back to their communities, but do not wish to waste their time, money and effort if they cannot reach that goal. In the Human Services program at HACC, our goal is to ensure that students come into the program with proper advising and realistic expectations of what they may encounter as they move forward in this career path.

In 2009, our discipline moved to the Health Careers Division. With this transition came the requirement that students were bound by HACC's Health Careers Prohibitive Offense procedure and must disclose any legal history. This procedure was necessary for those entering the medical field, as they would not be employable with certain criminal convictions.

In brief, the student would meet with the program director and their criminal offenses would be compared against a list of various offenses. If the student's offense matched one on the list, the student would be denied admission to the program. If the conviction was not one on the list, further consideration would be given, and a determination of eligibility to continue in the clinical program would then be made.

This process didn't work for our Human Services program. What we found was that many students who wanted to pursue a career in the human services wished to do so based on personal life experiences. Essentially, many had made poor choices in their younger years, engaging in activities such as drug use and/or illegal activities to support their drug use (such as shoplifting or possession with intent to deliver). Sometimes the activities were related to their own problems of living, in which their response may have resulted in charges for retail theft or a DUI charge. It simply did not make sense to be another barrier to these students.

What our program did at this point was to explore our options. First, we approached our Human Service Advisory Committee members to seek input, and their positive affirmation to remove barriers to students propelled us onward. Then, we did an informal survey of our field work practicum sites to find out if our students with legal histories would be able to obtain a placement to meet their required hours of experience. We found that the majority of the sites responded with a "yes" or "it depends," and only a few said "no." For those sites that answered "it depends," the majority of respondents stated that placement would be contingent on what the illegal activity was and how long ago the person engaged in it. For those sites that would not be able to accommodate a placement, respondents indicated possible restrictions based on their funding sources or their provision of services directly to children.

After we obtained this information, we consulted with HACC's solicitor and developed our own procedure, the "Human Services/Social Services Clearance Procedure," found at <http://www.hacc.edu/NewStudents/Apply/upload/HUMS-Clearance-Procedure.pdf> This procedure allowed students to be advised that while a practicum placement could not be guaranteed, one less obstacle would be in their path as they chose to pursue their educational goals. To date, our program has been able to place every student into a practicum placement.

Beyond this procedure, our faculty felt that we needed to do more to ensure that students were provided proper direction from the onset, as the clearance procedure really only became relevant at the end of the program when students were preparing for their practicum. To this end, we instituted additional supportive resources. Since every student takes HUMS 100 *Introduction to Human Services* early in the program sequence, faculty teaching this course advise all students that if they have a legal history, they can discuss their individual concerns with several people who are identified as resources for them. These resources include our director of field placement, advisors and the program director, as well as the faculty member teaching the course. This is formalized, as every student in HUMS 100 signs a *Student Acknowledgement Form*, which is explained in the beginning of the course and may be found in the Student Handbook at

<http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/upload/Human-Services-student-handbook.pdf> This form contains several statements for students to acknowledge awareness of program requirements. The statement that directly relates to students who have legal histories is:

I understand that all students who are entering HUMS 215 must undergo a Pennsylvania Child Abuse History Clearance, FBI Check, and State Police Criminal Record Check, at the student's expense, the semester prior to starting the Field Work Practicum class. If a student has committed certain crimes, that student may require special permission from a practicum site for placement and will be required to meet with the Human Services/Social Services Director of Field Placement. HACC will make every effort to allow students to complete their program of study in the Human Services/Social Services fields but cannot require facilities to accept students for practicum.

I believe we did an incredible service to those students who wish to support others by entering this career path. As a member of a field that promotes social justice, it is our duty to effectively limit what could be a lifetime of consequences for a poor choice or reaction to life's circumstances.

Readers/Site Visitors Wanted

The CSHSE Board is currently recruiting faculty from CSHSE-member programs to assist in the accreditation process. Readers and site visitors are volunteers and do not receive payment for evaluating self-studies or participating in site visits, although all travel expenses are paid.

CSHSE approved external readers who have the HS-BCP credential have the benefit of receiving 15 CEU's for reading and evaluating a self-study and 15 CEU's for participating in a site visit.

To qualify as a reader, you must be faculty from a CSHSE-member program and have five years experience teaching in higher education. If you are interested in becoming a reader, please submit the following:

- A cover letter stating your interest in participating and your reasons for participating, your role in the self-study process, and the amount of time that you can commit.
- A current curriculum vita
- A letter of institutional support from either the Dean or Chair
- A letter of reference

Please send application material to:

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Accredited/ Re-Accredited Programs

Congratulations to the most recent programs to earn CSHSE accreditation or re-accreditation. (A complete list of CSHSE accredited programs is available at www.cshse.org/members.html)

Central Ohio Technical College	(OH)
East Tennessee University	(TN)
Fitchburg State University	(MA)
Ivy Tech Community College College (Conditional Accred.)	(IN)
James A. Rhodes State College	(OH)
Metropolitan Community College	(NE)
Quinsigamond Community College	(MA)
Wayne State College	(NE)

**CSHSE welcomes the following new and rejoining members:
(A complete list of CSHSE member programs is available at www.cshse.org/members.html)**

Carteret Community College	(NC)
Laramie County Community College	(WY)
Lincoln College of New England	(CT)
Metropolitan College of New York	(NY)
Rowan University	(NJ)
Stanly Community College	(NC)
University of the Cumberlands	(KY)

2016-2017 CSHSE Board Members

(As of October 2016)

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