CSHSE Accreditation Updates: Accreditation Process, Cultural Competence Standard, and Revised Master's Standards

2021 NOHS Virtual Conference

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Commit to CSHSE Membership and Accreditation

- Assure best practices in Human Service Education

- Provide Human Service program and curriculum through evidence-based standards

- Value a peer-review accreditation process

Council for Standards in Human Services Education

WHO ARE WE?

- Council for Standards in Human Services Education(CSHSE) is the **only accrediting body for Human Service postsecondary education degree programs.** The CSHSE accreditation **standards contain the essential elements of best practices** in Human Service education.

- **Mission-assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process.**

- **The Council consists of volunteer Board Members and Self-study Readers**

Council of Higher Education Accreditation (CHEA)

recognized
since 2014

- CHEA is a national advocate and institutional voice for self-regulation of academic quality through accreditation.

- Recognition Standards
  - Advance **academic quality**.
  - Demonstrate **accountability**.
  - Encourage, where appropriate, **self scrutiny and planning for change and needed improvement.**
  - Employ **appropriate and fair procedures in decision making**.
  - Demonstrate **ongoing review of accreditation practice.**
  - Possess **sufficient resources**.

http://www.chea.org/userfiles/uploads/chea-at-a-glance_2015.pdf

Y?

...should my program commit to become accredited?

- Ensure **quality, consistency, and relevance** of Human Services education through **evidence-based standards and a peer-review accreditation process**.

- "Colleges and universities should use the accreditation process to **conceptualize and institutionalize transparency**." (Kyzykowski & Kinser, 2014)

- Provide program **accountability** through benchmarking, internal review, and **external review.**

- Promote Human Service **professionalism**

Accreditation Basics
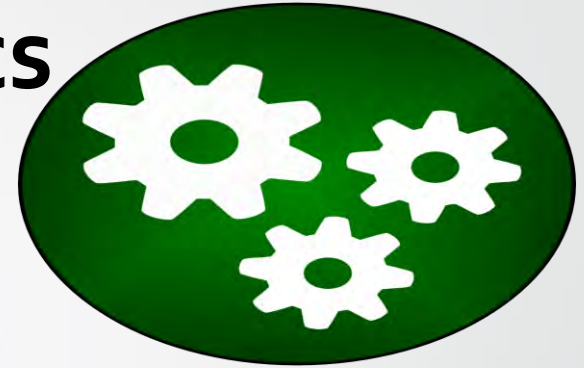
Voluntary

- Program values quality, consistency, and relevance of Human Services education through an external review process

- Program complies with CSHSE standards (Associate, Baccalaureate, Master levels)

- Program assessment plan designed around the specifications required in the standards

- Accredited program may use CSHSE logo in program materials

- Program receives recognition on CSHSE website

Costs

- Maintain yearly membership fee- $500 plus $50 for each additional site

- Accreditation application with $500 application fee plus $50 for each additional site

- Site visit (initial and every ten years)- $2000 per site visitor, typically two site visitors

Congratulations

CSHSE Meetings: October 2020, February 2021, and June 2021

Program Accreditation and Reaccreditation

Baccalaureate Degree

- University of Maine-Augusta (initial)

- Fitchburg State University

- East Tennessee State University

Associate Degree

- Elgin Community College

- Ivy Tech Community College

- Metropolitan Community College-Omaha

- Central Ohio Technical College

- Gateway Technical College (initial)

- Blackhawk Technical College (initial)

COUNCIL FOR STANDARDS
IN
HUMAN SERVICE EDUCATION

Master's Degree Standards

Context of New Master's Degree Standards

- **scholarly and professional activities**

- **advance the student substantially** beyond a baccalaureate degree program.

- Provide **professional practice through the creative application of knowledge, theory, and skills**.

- Provides a curriculum with an **understanding of subject matter, bibliographical resources, theory, practice, and scholarly research**.

- **Intentionally 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.**

Human Service Master's Degree vs. Counseling

- The master's degree in **Human Services** differs from a counseling degree in that **graduates** are **prepared to contribute to positive change** from a **wide range of service and administrative roles** within organizations rather than to deliver therapeutic services.

Program Standards 1-10
(Same as Associate and Baccalaureate Standards)

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

Curriculum Standards 11-18
(Knowledge, Theory, Skills and Values)

- Standard 11 Historical Perspectives and Emerging Trends

- Standard 12 Human Systems

- Standard 13 Human Services Delivery Systems

- Standard 14 Disciplined Inquiry and Information Literacy

- Standard 15 Program Planning and Evaluation

- Standard 16 Administrative Leadership

- Standard 17 Legal and Ethical Practices

- Standard 18 Culminating Experiences

Standard 18 Culminating Experiences

- Program must **demonstrate** that a graduate has had **direct service experience** either through program entry requirements or part of the program graduation requirements.

- Program must **demonstrate culminating experiences** that provide a capstone experience, either **thesis or action research**, that demonstrates conceptual mastery of the professional practice.

- All culminating experiences must include **reflections on professional self.**

Maintaining Accreditation Compliance during the Pandemic

Maintaining Compliance during a Pandemic: CSHSE Guidance

- Accreditation Standards and State and/or Local Laws Governing Human Services Education Programs 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**. (Appendix H, July 2020 Member Handbook).

- Curriculum Standards- use of video-based, web-based applications to maintain **synchronous learning for skill based standards and fieldwork/seminar standards and specifications.**

- Currently using **virtual site visit** protocols to meet site visit requirements for initial and reaccreditation process. CSHSE Board will reevaluate continuation of virtual site visits at the October 2021 Board meeting.

- **Document changes that were made in response to COVID-pandemic and include in the Self-Study under Introduction 3c**: 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.

Prepare for CSHSE Accreditation

Ensure Current Membership with CSHSE

- Complete and submit membership application form and fee, $500 plus $50 per additional sites, to ASCENT Management, LLC. Current members must ensure that contact information is updated and membership renewal fees are paid.
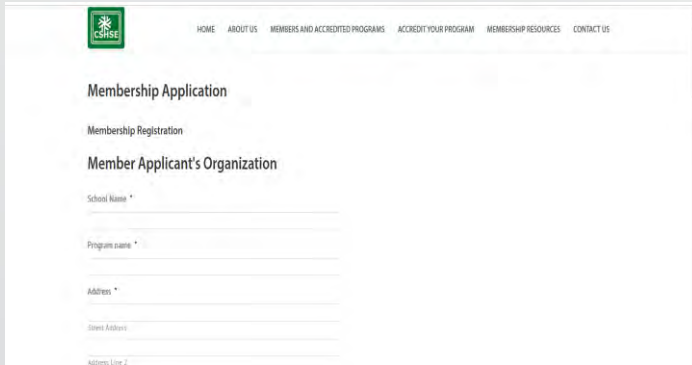
https://cshse.org

ASCENT Management LLC

3337 Duke Street

Alexandria, VA 22314

Submit Membership Application and Fee

- The application form is available online: https://cshse.org

- Complete the application form and mail to ASCENT Management, LLC, 3337 Duke Street, Alexandria, VA 22314

- Application fee, $500 plus $50 for additional sites, can be mailed with application form to ASCENT Management, LLC or submitted online by using a credit card

Timeline: CSHSE Board Reviews Self Studies and Reader/Site Visit Reports, and Determines Accreditation Status three times a year

- February Board Meeting
- June Board Meeting
- October Board Meeting

Timeline: Application Process-

- **Initial accreditation- Submit anytime during the year. Board meeting review date based upon application date.** Once application is submitted, two years are allowed to complete Self-Study and site visit

- **Interim Report and Review, and Reaccreditation: Applications are due at least <u>six months prior</u>** to the Board review meeting

- **Reaccreditation or Interim Report and Review:** If there are extenuating circumstances, an extension of one year can be requested

- **Accreditation** is granted for 5 years and renewed every 5 years; a site visit is required at initial accreditation and every 10 years thereafter, Interim Report and Review occurs 5 years after the initial accreditation and 5 years after each reaccreditation.

Confirmation of Application and Payment

- As soon as ASCENT Management, LLC notifies the Vice President for Accreditation (VPA) about the receipt of application and payment, the **VPA will send a letter of "Notice to Proceed" which outlines resources, timelines, and assigns a Board Member at Large consultant**.

- A Board Member-at-Large will be assigned as a program consultant during the accreditation process

Initial Accreditation Application

2 years to submit self-study from time of application

- Time for research, program development, curriculum development

  - Time for writing

- Time for College "life events"-curriculum meetings, academic standards meetings, administrative approval

  - Time for Staff "life events"

Timeline: Initial and Reaccreditation with Site Visit

Activity	Deadlines for Board Meeting		
	February	June	October
Submit application and fee no later than	August 15	November 15	April 15
Request Readers by	November 15	February 15	July 15
Mail self study by	December 1	March 1	August 1

Timeline: Interim Report and Review

Activity	Deadlines for Board Meeting		
	February	June	October
Submit application and fee no later than	August 1	November 1	April 1
Request Readers by	October 1	January 1	June 1
Mail self study by	November 15	February 15	July 15
Conduct site visit by	February 1	June 1	October 1

Getting Started: CSHSE Member Resources
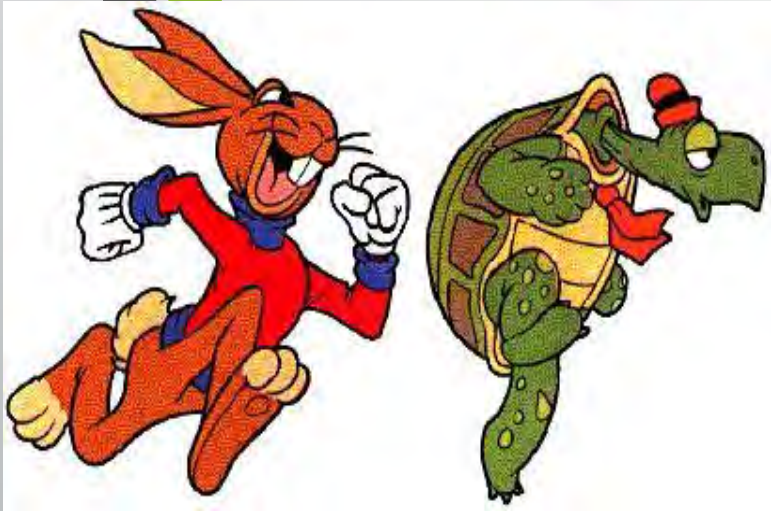
- **CSHSE Website: https://cshse.org**
- *Member Handbook: Accreditation and Self-Study Guide and Self-Study, Templates, and Matrix.*
- **CSHSE Publications, monographs**
- **CSHSE Bulletin newsletter**

Writing the Self-Study: General Considerations

Preparation

- ➤ **Create a Self-Study Committee**

  HUS staff, adjuncts, institutional research, student support services, tech support

  Designate a leader, meet regularly, make sure members understand standards, leader to arrange logistics of site visit

- ➤ **Complete a curriculum gap analysis by using the appropriate degree CSHSE curriculum Matrix**

  Ask teaching faculty for input on how courses comply with standards

  Complete Matrix using feedback from faculty and other Committee members

- ➤ **Review current program policies and procedures to CSHSE Program Standards**

- ➤ **Create a plan and timeline for compliance with standards** and for writing self-study. Factor in time for curriculum and program changes with institution's procedures and processes.

- ➤ **Gather information from relevant sources** (Institutional Research will be important).

  Prepare electronic folders for each standard to store files of documented evidence.

General Wisdom

- A program is held to the Standards, Templates, and Policies in the **current CSHSE Member Handbook: Accreditation and Guidelines when the accreditation application is received**.

- For reaccreditations, if you start working on self-study before sending application, **check with a Board Member at Large and the website for any changes before proceeding.**

- **The importance of evidence**: make sure you have evidence backing up all claims of compliance: appropriate documents (handbooks, policy manuals, college catalog, website access, course objectives, assignments on syllabi, activity directions.

- Make sure the **Student Achievement indicators** for Standard 4 are posted **on your program website**.

Self Study Expectations: Description and Documented Evidence

- Every Standard and Specification must:

  - **Provide clear, detailed, concise and descriptive narrative**

  - **Refer the reader to the name and location of any documents (e.g. links, attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting multiple paged documents**

  - **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 assignments for verification.**

Example Response for Curriculum Standards

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 which are typically exemplified by human and social service

Clear description
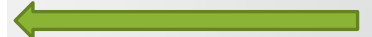
Verifiable Evidence (create embedded link)

Writing the Self-Study: Lessons Learned

Use the correct template!

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.

Specifications for Standard 1 [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.]

a. The program is part of a degree granting college or university that is regionally accredited.
Response:

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).
Response:

c. Articulate how students are informed of the curricular and program expectations and requirements prior to admission.

- Include the **Certification of Self-Study Page**

- Ensure the **courses on the Matrix match courses** described **in the narrative.** Include the correct course syllabi in the appendices.

- **Provide detailed descriptions** on how a course(s) complies with a Standard and its Specifications.

- Provide **documented evidence** as verification for each Standard and Specification
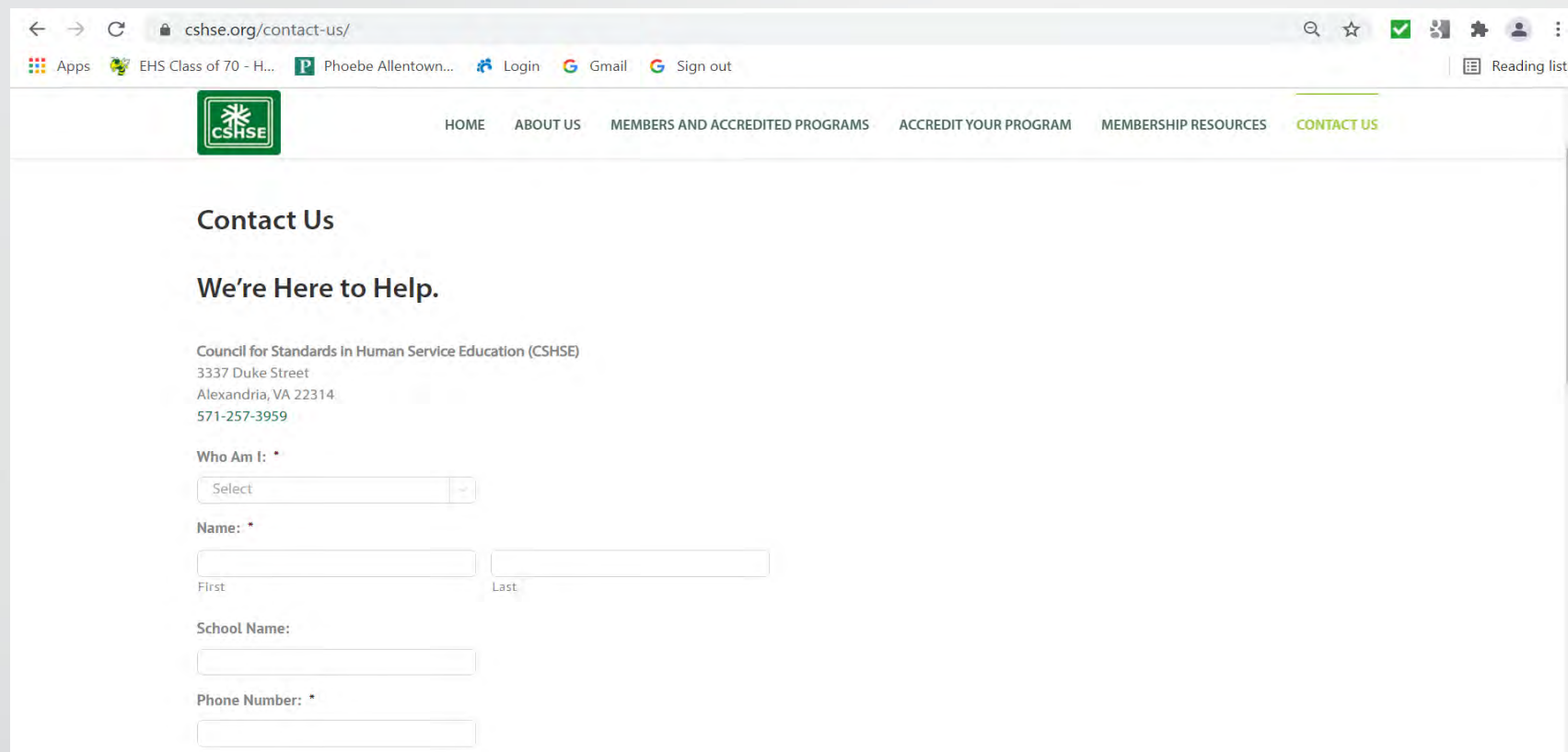
Writing the Self-Study: Lessons Learned

Use the template!

- **Ensure current compliance**, not an intent to comply.
- Ensure **all documents** that verify standards are **included.**
- **Use appendices documents and links to support the narrative**, not in place of the narrative.
- Ensure that **referenced data is consistent** throughout the document
- Ensure **STUDENT SPECIFIC IDENTIFIERS ARE REMOVED- REDACT!**
- **Ensure that hyperlinks work and don't require passwords**- test on different platforms if possible
- **Proofread** for spelling, grammar, and incomplete narratives. Write in one voice.
- **Paginate self-study narrative and longer documents** that are included in the appendices

References

- CHEA: Council for Higher Education Accreditation http:/www.chea.org

- CSHSE Member Handbook: Accreditation & Self Study Guide, July 2020.

- Franyo, G. (2014) CSHSE The Bulletin. CSHSE.

- Krzykowski, L. & Kinser, K. (2014). Transparency in Student Learning Assessment: Can Accreditation Standards Make a Difference? Change: The Magazine of Higher Learning, 46(3), 67-73.

https://cshse.org/contact-us
(Site offers public information and member only access information)