Council for Standards in Human Service Education

Assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process
https://cshse.org
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February 26, 2022

Dr. Sheena Brown, MPH
University of Arizona- South
1140 N Colombo Ave,
Sierra Vista, AZ 85635

Dear Dr. Brown,

As the CSHSE Vice President of Accreditation, I am pleased to inform you that University of Arizona-South Human Services Bachelor of Applied Science program has been approved for initial program accreditation by the CSHSE Board at the February 2022 meeting. The Human Services BAS degree program is accredited with no conditions from February 2022-February 2027. Because the program completed a virtual site visit during this initial accreditation process, an on-site visit will be required for the February 2027 reaccreditation cycle.

The Readers noted many strengths of the Program:
- The Program is directly influenced and functioning under the mission of the College of Applied Science and Technology (CAST) which is "converging social science and technology to deliver rigorous 4th Industrial Revolution applied education and research to the region and world".
- The Program and CAST value respect for huma dignity, teamwork, ethical digital citizenry, applied education for the work force, applied student powered research, and community impact.
- The Program promotes workplace ready education at a baccalaureate level.
- Program curriculum focuses on a strength-based perspective in terms of needs, risks, and challenges for individuals and communities.
- The Program is a unique transfer degree program in which a student must have completed general education requirements and 215 hours of direct service experience before being admitted to the program. There is a strong supportive admission and advisement process for students.
- The Program is an online program.
- The Program curriculum includes intentional instruction on virtual communication and building virtual teams.
- Significant technical and library support is offered to both students and faculty.
- Program level learning outcomes are aligned to the CSHSE standards.
- There is a strong intentional integration of cultural competence development within institution and program policies and program curriculum.
- Program faculty are very committed to the program and students. They offer a diverse education and work experience background.
- Faculty are very supportive of students with intentional mentoring throughout the program.
- The conceptual framework of the program includes multi-cultural theories of counseling.
- The Program has a very active and supportive advisory board.

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- The Program's fieldwork placement and communication with agencies and students are well developed. The policies and processes in place encourage student professional development.

Additional Recommendations to Strengthen the program

- Faculty: The CSHSE Board recognizes the administrative support of hiring a third full time faculty member. Balancing the program elements of administration, budget planning, program marketing, online curriculum development, field placement and agency communications, student advisement and teaching should be carefully considered among the three full time faculty.
- Online instruction: Synchronous learning for skill-based standards is important in the development of appropriate learning activities and assessments in an online instruction platform. Consider faculty release time to work with the institution's instructional designer on best practices for online instruction and assessments for skill-based course objectives.
- Curriculum: Consider dedicated courses for administrative standards and skill-based communication standards. Although the counseling course is not required as part of the graduation requirements, this course's learning objectives are better aligned to the skill based CSHSE standards than what is currently embedded throughout the required courses. Administrative standards were also embedded throughout several courses; however a dedicated course may strengthen students learning through dedicated instruction in this professional area. Consider using other cultural competence resources such as "The CLAS Standards" when developing curriculum.
- Program Marketing: Consider improving program marketing to a baccalaureate level transfer student by entitling courses and identifying course objectives as a third-year level course, e.g. Introduction to Human Services tends to appear as a freshman level course and students are not initially aware of the critical thinking intensity of the course objectives in a third year course. Build the Human Service professional identify with connections to the National Organization of Human Services.
- Fieldwork Placement: Consider institution and state regulations regarding interstate placement. Consider developing policies and procedures to ensure student safety and program liability issues with interstate placements.
- Student Support Services: Consider the availability, frequency, and multiple sections of program course offerings for the anticipated student population the program is serving. Consider requiring the Introduction to Human Services as the first required course in the program mapping.
- Advisory Board: Consider including fieldwork agency supervisors, provider agency representation, students, and graduates.

From April 2020-June 2022, CSHSE revised accreditation site visit policies in a response to the pandemic: All programs requiring site visits during this period were completed with a virtual site visit. This revised site visit policy changes the accreditation conditions outlined on page 9 of the 2020 Membership Handbook. All programs completing virtual site visits during this time period will have a restructured ten-year accreditation cycle. A regular reaccreditation cycle will begin at the next accreditation cycle instead of the Interim Report and Review.

This program completed a virtual site visit as part of the initial accreditation process. At the next accreditation cycle in February 2027, the program will conduct a reaccreditation with a site visit. Five years later (February 2032), the program will conduct an Interim Report and Review process in which there is no site visit. Five years later (February 2037), the program will conduct a reaccreditation with a site visit. The 10-year cycle will repeat in that order.

The next accreditation will include a site visit and must be completed for the February 2027 Board review. **A copy of this letter must be included in your next self-study.**

As an accredited program, the Program must regularly review information on the CSHSE website, https://cshse.org, for any new changes in policies and standards. Your program must use the program and curriculum standards that are in effect at the time when the application is submitted for the next cycle.

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During this accreditation cycle, your accredited program has the responsibility to maintain active CSHSE membership each year of the accreditation cycle for the accreditation status to remain in good standing. The CSHSE logo may be used in program marketing materials**.** Refer to Member Handbook, Accreditation and Self-Study Guidelines for updated information. Additionally, the accredited program shall ensure that the program representative contact information remains current with CSHSE and ASCENT Management, LLC and is updated as needed.

Please refer to the Board actions for maintaining accreditation in Appendix I of the Member Handbook. Your Program must ensure that program and student achievement indicators on the CSHSE website remain accurate (within 2 years of the current academic year) and the hyperlinks remain active. The CSHSE will review this information at each board meeting, February, June, and October. Contact the CSHSE VPA or ASCENT Management, LLC if a hyperlink must be revised so that our website is current with your program information.

Congratulations on becoming an accredited program with the Council for Standards in Human Service Education. A formal certificate, signed by our President, Dr. Yvonne Chase, will be forthcoming.

Sincerely,

Winona Schappell, M.Ed.
CSHSE Vice President of Accreditation

CC: Dr. Gary Packard, Dean, College of Applied Science and Technology
        Dr. Leisl Folks, Provost University of Arizona
        Dr. Yvonne Chase, CSHSE President and serving Board Member-at-Large consultant.