



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>

3337 Duke Street, Alexandria, VA 22314-5219
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11/17/2023

Dr. Yvonne Chase
Human Services Program
University of Alaska, Anchorage
Department of Human Services
3211 Providence Drive Professional Studies Building
Anchorage, Alaska 99508-4614

Re: CSHSE Board accreditation decision

Dear Dr.Chase,

The CSHSE Board reviewed the Reader reports and voted to **reaccredit the *Human Services Bachelor Degree program at the University of Alaska Anchorage with no conditions.*** The program's **reaccreditation** cycle will be from October 2023 to October 2028.

The Readers noted many strengths of the program:

- Institution supported the filling of three vacant faculty positions in the program.
- Department adopted a regional model – helps with practicum being located in the student's community
- Addressing midcareer changes of adult learners- expanding credit for prior learning/work experiences. Restructuring of curriculum in response to needs of students and community, strong ambitious program-community initiatives
- CAFÉ- appears to offer useful faculty training; strong tech support, use of eportfolios for students and faculty, online course tech support
- Integration of “empowerment focused helping” in their Mission Statement
- HUS is well integrated with the College of Health under which the program resides
- Interdisciplinary, multidisciplinary, and transdisciplinary approaches are all integrated within the curriculum; competency-based curriculum, community needs-oriented
- The Advisory Council includes a number of alumni, current students, and has strong agency participation; their purposes are clear and they use ePortfolios, like many other elements of the program.
- Program is actively tracking HUS employment trends and input from employers on new graduates.
- Program is responsive to assessment evaluations- Faculty professional development department assessments, agency surveys (50 per semester), community assessment, intentional comprehensive analysis of program



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curriculum in relationship to local workforce needs and human service needs of the Alaskan communities, culturally informed care, crisis intervention training, review of employment trends, e-portfolio student assessments

- UAA provides a detailed student handbook
- There is a dedicated HUS Program Handbook with program policies and procedures separate from the Practicum Handbook which focuses solely on the policy and procedures of the practicum experience.
- Program has a program coordinator who assists the department; There is one faculty member who serves as the practicum coordinator and student advisor for the AAS students.
- Learning agreements for each level of fieldwork demonstrate the progression of learning outcomes, supervision, etc.
- Strong integration of NOHS code of ethics in the curriculum
- e-Portfolios incorporate self-care activities, which is a valuable process for students.
- Strong administrative support, and involvement, from the College
- Strong presence of HUMS graduates in the community provider network
- Community Advisory Board members appear to be strong supporters of the program and dialogues between the program and the board take place well beyond their regularly scheduled meetings.
- Community Advisory Board input has led to at least 2 Occupational Endorsement Certificates, one in Interdisciplinary Child Welfare and one in response to the Indian Child Welfare Act.
- Community Advisory Board input led to the development of a Writing Lab to assist students with the improvement of their own writing
- The program's ability to offer credit for prior learning is advantageous to returning students/adult students.
- The program sponsors a Summer Institute Conference which offers CEUs for regional providers and the content presented at the conference was described as relevant and timely.
- RE: Site Visits – the sites we visited were both greatly appreciative of the HUMS students and their involvement with their clients/consumers.
- Students and alumni spoke appreciatively about the faculty being caring, supportive, and responding to them in a timely manner.
- Students spoke to the excellent advising they received from their faculty members and how it set them up for academic success and timely graduation.

Recommendations not related to standard compliance:

- 1) The program should review their coverage of lifespan development (Standard 12), as it is not clear that every student is exposed to all of the required content.



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- Standard 12 a. Students might need to be required to take either PSY A150 or HUMS A200 should include coverage of aging and gerontology information.
- 2) Also related to Standard 12, HUMS A255 would benefit from making Group Theory content more explicit in the course learning outcomes, within the didactic processes, and in the assessments within the course.
- 3) Regarding Standard 14, the program would benefit from integrating a clearly articulated process whereby students are guided in how to critically evaluate the information being shared on social media, beyond that integrated into critically evaluating other types of information.
- 4) Like many universities, it is evident that University of Alaska, Anchorage has some space limitations. There does not appear to be office space available for all full-time faculty at the Anchorage campus and the program is anticipating hiring two more full-time faculty members in the next year. Advocating for space at the Anchorage campus, as well as at the program's other locations, would be beneficial to faculty and students.
- 5) Some students and alumni voiced an interest in increased in-person class availability. The program would benefit from analyzing enrollments, etc. to determine the most effective avenue for offering courses to students with a variety of learning preferences and needs.



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The next accreditation cycle will be an **interim report and review cycle**. The self-study submission must be completed within the timeline for the **October 2028** Board review. **A copy of this letter must be included with 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 standards that are in effect at the time when the application is submitted for the next cycle.

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. Refer to the 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 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 during the year: February, June, and October. Contact the CSHSE VPA if a hyperlink must be revised so that our website is current with your program information.

Congratulations on continuing accreditation with the Council for Standards in Human Service Education continuing as an accredited program/ becoming accredited and supporting quality and excellence human services education.

A formal certificate, signed by our President, Dr. Yvonne Chase, will be forthcoming.

Sincerely,

Julia M. Becerra

Julia M. Becerra Bernard, Ph.D., LMFT, CFLE, CCTP (she, her, hers)
Vice President of Accreditation
Council for Standards in Human Services Education
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Cc: Dr. Yvonne Chase, Program Director and CSHSE President
David Moxley, Ph.D., Assistant Dean of Behavioral Health, College of Health
Debbie Craig, Ph.D., Dean of College of Health
Denise Runge, Ph.D., Provost and Vice Chair for Academic Affairs
Cheryl McGill, Lead Reader
Paul Datti, Board Member at Large