



Council for Standards in  
Human Service Education

# Bulletin

Gigi Franyo, Ph.D., HS-BCP  
Editor

## A MESSAGE FROM THE PRESIDENT

Elaine R. Green, Ed.D., HS-BCP  
Chestnut Hill College  
CSHSE President

There have been some changes to the Board composition as of the May CSHSE Board meeting. Dr. Joan Mikalson submitted her resignation as Secretary. Joan first joined the Board in 2007 as the New England Regional Director and was named Secretary in 2010. Dr. Donald Unger has accepted the Secretary position. Dr. Adrienne Bey will complete Don's unfinished term as the new Mid-Atlantic Regional Director. Adrienne is familiar with the work of the Council as she has served as a self-study reader for several years.

This fall the Board will also experience several other changes as Dr. Susan Kincaid and Dr. Susan Andresen will both be leaving the Board after many years of faithful service. Dr. Kincaid first joined the Board in 1999 as the Northwest/Farwest Regional Director. In addition, she has served as Vice President of Publications and more recently as Vice President of Accreditation and Treasurer. Dr. Andresen joined the Council Board in 2003 as the Southern Regional Director. Since 2009, Susan has served as the Vice President of Accreditation. Both "Susans" have been instrumental in developing Council standards, policies and practices. In fact, much of the Council's success is directly related to the thoughtful, dedicated and hard work of these two individuals. I know that I speak for the entire Board in saying, "Thank you for your service. We couldn't have done it without you!"

In the interim, Dr. Don Unger will serve in a dual capacity as Secretary and Treasurer. Jackie Kaufmann, North Central and Midwest Regional Director, has accepted the Vice President of Accreditation position. We will be seeking names of interested applicants for the regional director position.

The Council has contracted with ASCENT Management, LLC, an association management organization, to help us perform membership and accreditation functions in a stable, consistent and professional manner. Please note our new contact information at the bottom of this page.

Lastly, CSHSE recently received notification of action from the Council for Higher Education Accreditation (CHEA) Committee on Recognition. The committee is recommending that action on the recognition application be deferred until November 2012. We will continue our efforts in working towards CHEA Recognition.

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# Exchanging Thoughts and Ideas: We are Listening

Jean M. Kennedy, MA, LMHC  
Quinsigamond Community College  
New England Regional Representative

You gave us important feedback, and we are listening. Thank you. During the Annual Conference of the National Organization for Human Services in San Antonio, Texas, fellow Board member, Shawn Worthy, CSHSE Southwest Regional Representative, and I distributed a survey to attendees to collect data on what is important to you as a member of the Council and how the Council can, during these progressive and yet challenging times, support its membership. This initiative is a direct result of the strategic plan created by the Council to provide systematic quantitative and qualitative surveys of members, creating opportunities for member programs to share their concerns and opinions about accreditation standards, procedures and policies. Information gathered in these surveys will be used to inform the Council's discussions as it strives to keep Human Service education at the highest level of excellence, remaining fervent in upholding standards, creating optimal student outcomes and sustaining a progressive movement in human service education and service delivery.

The survey focused on two primary questions:

- Is your college program accredited? If yes, tell us the benefits; if no, why has your department not pursued accreditation?
- How can the CSHSE standards be more supportive of your program and curriculum development?

## Summary of Findings:

There were 54 respondents to the survey, 17 faculty from accredited institutions, 18 faculty from non-accredited institutions (membership only), 11 faculty from programs that are not members of CSHSE, and 8 administrators (6 members, 2 non-members).

Faculty from accredited programs indicated their top three needs as 1) opportunities for professional development, 2) designated ratio of full-time faculty to students and 3) support for writ-

ing self-studies. This group identified the benefits of accreditation as being the HS-BCP credential and upholding high curriculum standards. Feedback also included reducing the complexity of the self-study, reducing the number of standards, and including standards that are more supportive of their departmental needs.

Faculty from non-accredited member programs identified their top three needs as 1) assistance with the self-study, 2) limiting enrollment for fieldwork courses and 3) opportunities for professional development. The dominant identified reason for not pursuing accreditation included a lack of institutional support without CHEA accreditation. Small department size with limited resources was also a factor. Feedback also included streamlining the self-study and provide writing samples.

Faculty from programs that are not members of CSHSE did not see the benefits of membership as outweighing the cost. Several indicated that they lack the requisite administrative support and budget. A department with only one faculty is a factor as well.

A minority of administrators felt as if the benefits were not sufficient enough to warrant the cost of accreditation. However, the majority indicated the desire for accreditation with the HS-BCP credential cited as a factor. This group suggested a self-study template, a sample self-study and more specific criteria for meeting standards.

As a result of this survey a self-study template has been designed and is now available to members. The template provides a structure to assist the writer in addressing each standard and specification. Other suggestions brought forward in the survey are being considered.

The Council will continue to look at this exchange of thoughts and ideas and create new avenues for ongoing communication. Keep talking to us and know that your voice does matter.

# CSHSE DUES

Susan Kincaid, Ph.D., HS-BCP  
Western Washington University  
CSHSE Treasurer

Have you noticed how the price of everything has increased over the last decade? This weekend, I bought my family's favorite bread rolls for a barbeque. Ten years ago, I could buy them for \$1.69 a dozen and often on sale for \$.99. This weekend, they cost \$3.99, and that was the sale price! Here in the Northwest, gas hovers around \$4 a gallon. I just filled the tank in my Corolla. It cost me just under \$50. The cost of my health insurance has increased by 30%, the copays have doubled, the insurance covers less, and my employer contributes less.

The funny thing is, my wages have not increased in the last ten years, in fact, they have decreased. We used to get full time summer contracts, but in its efforts to continue delivering quality education in spite of state budget cuts, the institution where I'm employed is all but closed in the summer, pandering to special events and conferences that they hope will raise discretionary funds. They cover less of our benefits, charge more for parking, and expect us to teach and advise more students. They have decreased the number of staff and refused to replace faculty who retire or leave. This story is repeated across the country as institutions attempt to balance increasing costs with decreasing pay.

On another level, these cost increases affect the costs incurred by businesses, and that includes the Council. While the cost of hotels and meeting rooms has not increased, the cost of travel and meals has. The Council has been in existence since the mid-1970s, and has survived ups and downs in the past but has always operated with a board comprised entirely of volunteers. It's time to professionalize the organization to maintain its integrity and stability and to move human services education to a new level of credibility.

With that in mind, the CSHSE Board of Directors has added two at-large board members to broaden the perspective of the Council, allow more informed decision making, and assure decisions reflect the wisdom of the human services profession. This, of course,

adds to the Board's expenses. It should be noted that the Board meets three times a year, and one of those meetings is done using technology to keep costs to a minimum.

In late 2006, the Board hired a CPA firm to invoice members and oversee the accounting. Now, the Board has used a competitive bid process to hire a management company to oversee day-to-day business and take over some of the work done by the CPA firm. That has many benefits for members, not the least of which is a permanent address! Instead of contacting a Board member who must find time to research and respond to questions, there is a phone line designated to the Council and someone to answer it every day! Of course, there is a learning curve, but our vision is that the management company transcends the coming and going of Board members and provides stability and continuity to services.

Needless to say, the increase in costs and board members, and hiring a management company leads to an increase in membership fees. The last increase in membership fees was from \$300 to \$350 in July of 2008. The Council is a 501(c)(3) corporation and is not seeking profit, but does want to contribute to the professionalization of the field through stability and integrity of services, national standards that are soundly based in research, and an accreditation process that is rigorous and fair. To that end, we find it necessary to increase the annual membership fee from \$350 to \$500 effective July 1, 2012 (billings sent around September 15).

In addition, the Board has appointed a task force to examine the expenses paid by programs seeking accreditation. In the past, we have asked that programs pay all accommodations for site visitors, giving the program control over hotel and travel costs. However, most accrediting bodies charge a flat fee to cover the cost of the site visit, and several programs have contacted the Board expressing their preference for advance payment of such a fee. We are interested in hearing the pros and cons of each model from our members.

# An Integrated Approach to Fieldwork Placement

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A unique part of the Human Services Department at California State University, Fullerton, is the Fieldwork Office, whose coordinator, working with faculty, plays a special role in maintaining the quality of student fieldwork placements.

## Background

Developing and maintaining high quality fieldwork placements must be an integral part of the human services educational process. By complementing the academic didactic experience, field internships provide an environment and context to integrate theoretical knowledge in the development of helping skills and the practice of professional behaviors. At CSUF, the fieldwork internships center on a series of three internship courses that give students three different community agency placement experiences at increasing levels of responsibility and expectation. Each course requires student participation in a weekly seminar as well as an agency internship of 120 hours, which translates to eight hours per week over the semester.

The focus of the first internship, usually in the student's junior year, is to articulate clearly and build a bridge between various theoretical perspectives and the "real world" experiences of human service agencies. The focus of the second practicum, generally during the student's senior year, is to engage in more advanced analysis of agency experiences, including agency organizational structure, diversity issues, different roles of human service workers, community resources for multi-problem clients, and the identification and exploration of agency related challenges. The focus of the third internship in the student's final semester is in depth case analysis and management analysis of the internship site. Deeper self-awareness is emphasized in relation to cultural diversity, personal limitations, and a more in depth understanding of helping theory, problem solving and skill building. The student also explores career options and graduate education. As they develop their practical helping skills, demonstrated awareness of the ethical, legal and professional issues are an expectation in all three internships.

## Functions of the Human Services Fieldwork Office

Open Monday through Friday for the benefit of more than 750 human services students, the Fieldwork Office supports the quality of internship experiences in three important ways: orientation of students to the fieldwork courses, evaluation of student internship experiences, and the development and maintenance of Human Services and fieldwork placement agencies.

Orientation begins with the Fieldwork Office Coordinator presenting to students in the introductory Human Services courses information for the selection and the overall completion requirements for the three fieldwork courses. A detailed information packet is provided and is available online. It includes specific information on the type of placement and the level of student skills required. With the benefit of the Approved Agency Directory, published and maintained by the Fieldwork Office Coordinator annually, students can explore field agencies that meet their individual interests and skills level. Emphasizing student autonomy and using the Approved Agency Directory list, students are encouraged to negotiate fieldwork placements and learning agreements with onsite agency supervisors. Working closely with faculty who teach the fieldwork courses, the Fieldwork Office Coordinator provides students individualized support and appointments as needed. The Fieldwork Office Coordinator regularly communicates with faculty regarding student placements, the required documentation of students and field agencies, communication with site supervisors, and the required evaluation data on each agency.

Surveys for the evaluation of student internship experiences are completed at the end of the semester by each student and field supervisor, thus giving essential information from the perspective of both the student and the field agency supervisor. The field agency evaluation data are carefully analyzed by Human Services faculty. They provide ongoing information about student satisfaction with the field experience, how well student learning outcomes are achieved in a particular setting, and the

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quality of agency placements in relation to the level of supervision and the skills practiced. Results of the evaluations also guide the Fieldwork Office Coordinator and Department Chair in screening out agencies that fail to provide a meaningful learning experience to students.

The other important function of the Fieldwork Office is the development and maintenance of Human Services and fieldwork placement agencies. Human Services Department faculty and the Field Work Office Coordinator regularly plan meetings with agency supervisors and representatives to develop and maintain relationships that are beneficial to the students, the faculty and the overall human services education program. Regular visits are made by the Field Office Coordinator and faculty to each of the field agencies on the Approved Agency Directory list. In addition, the Field Office Coordinator sponsors two on-campus events: Fieldwork Day and the Annual Supervisor Meeting, bringing together agency representatives, students and human services faculty; faculty and students from other disciplines are also invited.

For the Fieldwork Day, fieldwork agencies from the Field Office Approved Agency Directory list are invited to campus each semester to provide an information display booth of their location and

range of services. The event has proved to be both popular and effective in generating interest of agencies, faculty and students. Students have the opportunity to explore and find internship sites, and faculty can meet possible guest speakers for their classes among the agency representatives. An event organized by the Fieldwork Office Coordinator each spring is for the Agency Supervisor Orientation Day, fieldwork supervisors from agencies on the Field Office Approved Agency Directory list are invited to campus for orientation and discussion of student and agency issues and problem-solving. Supervisors from recently approved agencies are required to attend in order to be added to the Approved Agency Directory. Formal feedback is obtained at the meeting when agency supervisors complete a brief survey. The survey results reveal current trends in the field of human services, new skill sets needed by students, and information useful for future program development.

Thus the Fieldwork Office serves to promote Human Services as a discipline within the university and the larger community. More important, it reinforces the central human services educational goal of bridging and integrating theoretical knowledge with the development of student helping skills in the everyday world of human services agencies.

## **Accredited/ Re-Accredited Programs**

**Congratulations are extended 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](http://www.cshse.org/members.html))**

Anne Arundel Community College	(MD)
California State University-Fullerton	(CA)
Community College of Baltimore County-Essex	(MD)
Community College of Denver	(CO)
Metropolitan Community College- Omaha	(NE)
Metropolitan State University	(CO)
University of Delaware	(DE)
University of Scranton	(PA)

### **CSHSE welcomes the following new members:**

Central Carolina Technical College	(SC)
Columbia College	(SC)
Concordia University	(NE)
Gainesville State College	(GA)
Gaston College	(NC)
Lincoln University	(PA)
Post University	(CT)
Prince George's Community College	(MD)
St. Joseph's College	(NY)
St. Louis Community College - Forest Park	(MO)
TCI College of Technology	(NY)
Wake Forest University	(NC)

# Developing a Psychiatric Rehabilitation Certificate

Susan Landry, M.S.W.

The Community College of Baltimore County - Essex Campus  
Mental Health Program

The need for more people in the mental health care workforce, as well as the need to professionalize those already in the field, prompted the Community College of Baltimore County (CCBC) to develop a certificate program in Psychiatric Rehabilitation. The Mental Health/Human Services Program at CCBC has a rich history of preparing students for practice in the mental health service community. In one of his final accomplishments before retiring in December 2010, Dr. Alan Nemerofsky, PhD., expanded the Program by leading the development of the Certificate in Psychiatric Rehabilitation.

In 2009, CCBC's School of Health Professions was awarded a federal President's Community Based-Job Training Grant. As one of six programs targeted, the Mental Health program identified the goals to develop more classes in the on-line format and to develop and deliver curriculum to address the growth of psychiatric rehabilitation services and the increased need for practitioners.

Funding began in February of 2009. Susan Halpin, M.S.W., was hired to research, develop and deliver the certificate curriculum. During the summer of 2009, the Mental Health Program contracted with the CCBC Office of Instructional Design and Assessment Center to facilitate a DACUM (Develop A CURriculum). Representatives from the psychiatric rehabilitation community were recruited to participate in a two-day DACUM workshop. All levels of service provision participated in the DACUM, from agency directors to front line staff. The information targeted in the DACUM was as follows:

- what roles do psychiatric rehabilitation counselors hold and
- what skills, knowledge and traits are required to be effective in these roles.

This information was then compared to the existing Mental Health curriculum to establish what courses would need to be developed to prepare students to work in a multi-disciplinary setting, providing a vast array of services to vulnerable individuals striving to improve their lives.

The 24 credit certificate that was developed includes nine classes. They are Introduction to Principles of Psychiatric Rehabilitation\*, Ethics, Techniques of Counseling, Clinical Practicum I\*, Techniques of Group Counseling, Psychopharmacology\*, Case Management, Crisis Intervention, Clinical Practicum II\* (\*Denotes classes developed specifically

for the Psychiatric Rehabilitation curriculum).

Prior to CCBC's preparing the request for the Department of Labor grant, the Sar Levitan Center of Social Policy Studies at The Johns Hopkins University had received a grant to identify and prepare a strategy to attract and support the education of mental health workers. This relationship facilitated the development of a partnership between statewide providers of psychiatric rehabilitation services, Baltimore County Workforce Development and CCBC. The goal of this alliance was recruiting and training a pilot cohort in the certification curriculum.

This partnership proved to be very beneficial, as Baltimore Workforce Development, a Baltimore County government agency, was contracted to provide financial support for the training of the pilot cohort. Participants already employed as rehabilitation counselors were recruited from a large Baltimore County service provider. The goal of the pilot was to increase the professionalism of incumbent workers, and the service provider agreed to give each participant a raise upon completion of the certificate coursework.

A group of 21 participants began the program in April of 2010. Seventeen completed the first course, Mental Health 130. Unfortunately, over the course of the 24 credit hour program, student attrition was high. By the spring of 2011, the cohort was down to five students. The factors of this attrition mirror the classic issues that community college students experience; i.e., difficulty with finances, child care, time management and college readiness.

All course work ended for the cohort in November of 2011. A capstone course was developed and offered through Continuing Education at CCBC to prepare the students to take the national certification exam that is provided by the United States Psychiatric Rehabilitation Association (USPRA). The good and encouraging news is that all of the four students that sat for the certification exam passed it and are now certified rehabilitation counselors. All have also received a pay raise, as promised, from their employer.

Efforts to inform and recruit prospective Psychiatric Rehabilitation students happen year round. Information sessions are held on campus for CCBC students, as well as Academic Advisors and other faculty. Service providers have been very helpful by allowing "open house" sessions to be held at their locations around the region. The certificate program has become popular with current Mental Health students

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who are choosing to take the additional courses so that they can graduate with the A.A.S. degree and the Psychiatric Rehabilitation Certificate. The CCBC

Mental Health program is also to be listed on the USPRA website as a training outlet for the required exam curriculum.

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## Promoting Collaboration among Early Childhood and Human Services National Organizations

Lori Connors-Tadros, Ph.D.  
The Finance Project  
CSHSE Member at Large

Stephany Hewitt, M.S., HS-BCP  
Trident Technical College  
CSHSE South Regional Rep

Donald Unger, Ph.D.  
University of Delaware  
CSHSE Secretary-Treasurer

CSHSE Board Members Stephany Hewitt, Don Unger and Lori Connors-Tadros presented at the National Association for the Education of Young Children (NAEYC)'s 21st National Institute for Early Childhood Professional Development on June 12, 2012 in Indianapolis, Indiana. This annual meeting brings together higher education faculty, training intermediaries, and other leaders that prepare and mentor early childhood teachers and administrators. CSHSE board members proposed the session in an effort to increase awareness of the role of the Council and to further the dialogue and collaboration among the complimentary disciplines of human services and early childhood.

The session highlighted the need for effective partnerships between early care and education programs, families, and human services/support systems. It also provided an opportunity to explore professional development competencies and standards for professionals working with young children in low income communities that build upon existing accreditation standards of both NAEYC and the Council for Standards in Human Service Education (CSHSE).

The session began with a short overview of the history of the Council, standards, and the accreditation process. Following the overview, two higher education programs that are at different stages of integrating human service and early childhood coursework were shared. Don Unger discussed the University of Delaware's human services and early childhood degree programs. Integrating early childhood and human services coursework provides a mechanism to enable college students to work with, and educate young children, particularly those who live in challenging family and community environments. University of Delaware offers a common curriculum for early childhood and human services majors, and students in both programs take courses in life span development, children and families at risk, for example. Students also get experience on home visits with families or in community-school partnerships. This allows human service and early childhood students to increase competencies in both individual development and the systems where children and families learn and live. Resiliency and diversity are

core concepts blended through all coursework.

Stephany Hewitt discussed how Trident Community College is beginning to develop approaches that prepare students for the local workforce. Within the Community, Family and Child Studies Division, human services and child and youth studies programs are offered. Both programs are nationally accredited, and each offers a range of degree and certificate programs. Within child and youth studies the early childhood program is accredited by NAEYC and human services courses are electives. This is similar for human services programs; early childhood or other child/youth courses are electives. However, current workforce demands have led to the development of a new, hybrid curriculum at Trident. In this initiative, graduates will be prepared with skill-sets and theoretical assumptions taken from the human service and early care programs. Since the two programs are accredited, CSHSE and NAEYC standards must be upheld. In order to accomplish this, yet hold the new degree to a reasonable number of semester hours, Trident will be combining separate human service and early care courses into one course.

Alison Lutton, Senior Director, Higher Education Accreditation Support at NAEYC joined the session to discuss opportunities for joint dialogue between NAEYC and CSHSE. In addition to accrediting early childhood programs, NAEYC also accredits high quality associate degree programs that prepare early childhood educators and recognizes high-quality Baccalaureate and Graduate Programs, as part of the accreditation system of the National Council for Accreditation of Teacher Education (NCATE).

The presenters and participants engaged in discussion regarding how to ensure professional development opportunities and higher education programs can work together to train a professional workforce with the competencies to work effectively with children, families and the community to support the optimal development of young children. If you are interested in learning more about efforts to integrate human services degree programs with early childhood or would like to engage in dialogue with other board members about this topic please contact us!

## Accreditation News from CSHSE

### Self-Study Templates

At the May 2012 meeting, the CSHSE Board approved self-study templates for the associate, baccalaureate and master's degree levels. In addition, it voted to require programs to submit their self-study using the appropriate degree level template in order to simplify the writing of the self-study and to make the self-study more user friendly for readers. The templates can be downloaded from the CSHSE website at <http://www.cshse.org/forms.html>

### Self-Study Submission Policy

The Board also voted to require that self- studies (including Interim Report and Review) be submitted in electronic format only. This is effective immediately. The requirements are:

- The self-study narrative and all appendices must be submitted on CD, DVD, or Flash Drive.
- All electronic documents must be in PDF format.
- Navigation between the narrative and the supporting documents must be straightforward with an easy return to the same place in the narrative.
- Additional Requirement: A paper copy of the self-study narrative (no appendices or attachments) must be sent to the Vice President of Accreditation.

### CSHSE Accreditation Decisions

As part of the CHEA recognition process, CSHSE has revised its policy for accreditation decisions. Below is a brief listing and summary of the actions that can be taken by the Board. Full descriptions of these actions can be found in Appendix G in the *Member Handbook: Accreditation and Self-Study Guide*, which can be downloaded from the CSHSE website at <http://www.cshse.org/forms.html>

- **Accredited with no conditions:** All Standards are considered met and there are no requirements that must be met for the next accreditation.
- **Accredited with provisions:** Approval of initial accreditation/reaccreditation articulating specific requirements for the next accreditation period.
- **Tabling accreditation:**
  - Insufficient information and/or documentation to make a decision;
  - Self-study is incomplete and there is not sufficient information to make a decision;
  - Program shows promise but there are issues and concerns that need to be addressed by the program (initial accreditations);
  - Program applying for reaccreditation is given a one-year extension due to extenuating circumstances.
- **Non-approval of accreditation:**
  - Program does not meet accreditation standards;
  - Program does not furnish the requested information when a decision has been deferred by the Board.

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- **Warning related to accreditation status:** Program is not in compliance with one or more of the CSHSE National Standards. A Follow-Up Report must be submitted by the program.
- **Conditional accreditation:** Program is not in compliance with one or more of the Standards, and the non-compliance is sufficiently serious that it raises concerns about the education provided by the program, the program's capacity to make improvements in a timely manner, and the program's capacity to sustain itself. A Follow-Up Report is required.
- **Suspension or revocation of accreditation:** One or more of the following occur:
  - Program is out of compliance with one or more Standards and the CSHSE does not believe compliance can be achieved within the one year timeframe allowed;
  - Program has a substantiated complaint against it;
  - Program failed to satisfactorily address the concerns identified by the Board.
- **Lapse in accreditation status:** One or more of the following occur:
  - Non-payment of membership dues;
  - Reaccreditation application and fees are not received by the due date;
  - Failure to meet the deadlines stated in a one-year extension of the reaccreditation period.

#### **Requirements for Standard 4 Program Evaluation, Specification c**

In February 2011, the CSHSE added the following Specification to Standard 4:

The program must routinely provide reliable information to the public on its performance, including student achievement. Provide the following:

1. Mechanisms used to share evaluative data with internal and external stakeholders and
2. Content of information shared.

This specification relates to the need for transparency concerning a program's performance outcomes and student achievement. The expectations are linked to the requirements of Specification a (assessment plan and measureable student learning outcomes) and Specification b (formal program evaluation). At minimum, CSHSE is requiring programs to post performance data on their website.

The program, in conjunction with the parent institution, is responsible for establishing program outcomes consonant with the CSHSE Standards and institutional expectations and requirements. Public information provided by the program must include:

- Examples of student learning outcomes as defined in the program's assessment plan required in Standard 4, Specification a;
- Examples of program effectiveness obtained through formal program evaluation as required in Standard 4, 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 as the HS-BCP Credential, program completion times, etc.

## 2012 (Oct.)-2013 CSHSE Board Members

The CSHSE Bulletin is published by the Council for Standards in Human Service Education. Contact information for board members is listed below.

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TBD

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