



# 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  
571-257-3959

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June 24, 2019

Dr. Justine Pawlukewicz,  
Human Services Department NAMN 401  
New York City College of Technology  
300 Jay St,  
Brooklyn, NY 11201

Dear Dr. Pawlukewicz,

The CSHSE Board reviewed the Reader reports for the Human Services AAS program at New York City College of Technology. Upon review, the Board unanimously voted to table accreditation according to the CSHSE Policy for Board Accreditation/Reaccreditation Decisions found in Appendix I of the July 2018 CSHSE Membership Handbook:

*Appendix I CSHSE Policy for Board Accreditation/Reaccreditation Decisions (pp 80-81)*

*The Board of Directors of the Council will take action on the initial accreditation, interim report and review, or reaccreditation at the appropriate Board Meeting (see schedule of deadlines in Member Handbook) based on: reader reports evaluating the Self-Study; Site Visitor reports; and policies and procedures of the Board. Programs under review will be informally notified of Board action via email, by the Vice President of Accreditation, within 10 days, and formally notified of Board action, by a letter from the Vice President of Accreditation, within 30 days.*

*Board action will also be posted on the website within 30 days following the Board decision.*

***C. Tabling Accreditation/Reaccreditation consideration because the Self-Study is incomplete, and there is not sufficient information to make a decision;***

***2 Accreditation/Reaccreditation is tabled by the CSHSE Board. The Board decides to postpone an accreditation decision because the Self-Study is incomplete, and there is not sufficient information to make a decision.***

- a. When consideration has been tabled, the program must furnish the requested information no less than 30 days prior to the next Board meeting.*

*b. If the information is not furnished, then the accreditation will not be approved.*

The Readers did note several program strengths:

- Writing Across the Curriculum (WAC) initiative is a best practice initiative for this AAS program.
- Extensive education and experience of faculty.
- Seamless interface of the AAS to BS within the CUNY program.
- Large variety of sites for field placement.
- Anatomy and Physiology course for offered to students who are working in a medical setting.
- SBIRT grant is innovative.

Based upon the submitted self-study narrative, submitted documented evidence, and Reader reports, the Board determined that three standards, Standards 3b2 and 3b3, Standard 4a, 4b, 4c, and Standard 20c were noncompliant. In addition, the narrative and documentation for several Standards and Specifications were vague or missing. The self-study template was utilized incorrectly and the information was disorganized. Many of the links did not work. Thus, navigation between the self-study narrative and the supporting documentation was challenging for the Readers. All of the Curriculum Standards, Standards 11-20, were lacking activities and assessment documentation to demonstrate how students are learning the curriculum and how the program assesses learning outcomes.

**According to CSHSE policies on a Board decision to table accreditation, the following information must be submitted by September 1, 2019, thirty days prior to the scheduled October 1, 2019 Board meeting. A truncated self-study template will be emailed to you. All responses must be written in this template by using one voice, ensuring active embedded links to appendices, and submitting the template as one complete document with linked documents in appendices' folders.**

**Required additional information:**

- Introduction 6. Hybrid or Online Course Delivery: If more than 50% of required human service courses are offered in a hybrid/online format, the Program must:
  - a. Document how they assure that students enrolled in the program or course(s) are who they say they are
  - b. Demonstrate that common learning outcomes/objectives exist for both face-to-face and hybrid/online delivery
  - c. Provide documentation that the program provides adequate technical training and support for students and faculty

***There was no response given for this section; however, in the Curriculum standards, the narrative referred to hybrid courses. Submit a response that indicates what percentage of courses at the AAS degree level are offered online or hybrid and provide a narrative response and documentation for Introduction 6a, 6b, and 6c.***



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- Standard 3b An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services. Provide the following:
  1. and 2. A detailed description of the membership of the Advisory Committee and Minutes of advisory committee meetings from the last two years  
*Although the narrative indicated that there has been a challenge for the Advisory committee to meet and that the previous Program Director left no minutes of meetings from the last two years, there was a note in the narrative indicating that “To note: 2018-19 the Advisory Board has met with the current Chairperson, and minutes have been recorded and will continue to do so as required.” There was no documentation of these minutes submitted to verify this note.*  
**Submit documentation of the names and roles (faculty, agency, student, alumni) of the current Advisory Board members and the minutes from meetings held in 2018-2019.**
  3. A narrative or table of how the committee interfaces with the program in relationship to specific issues. *The narrative referred to Bachelor degree students, “review the skills they learned within their human service bachelor degree”.*  
**Submit specific examples of how the Advisory Board interfaces with the associate degree program and how the associate program made changes, if any, from Advisory Board feedback.**
- Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field.
  - a. The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following:
    - a1. Measurable student learning outcomes
    - a2. Assessment plan
    - a3. Examples of assessment tools, e.g. rubrics, exams, portfolios, surveys, capstone evaluations, etc.
    - a4. A description of how the evaluation may or may not have resulted in any change.  
*The narrative had no clear descriptive summary and analysis of the supporting documents that were pasted into the response. The narrative should be a descriptive response and supporting documents must be in appendices that are linked within the narrative.*  
**Submit a descriptive narrative for each of these specifications and provide embedded links to the supporting documentation.**

- Standard 4b2: The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:
  - b 2 A summative analysis of the most recent evaluation  
***The narrative only contained results/recommendations. There was no analysis of the data from the most recent evaluation. Submit a narrative that analyzes the data.***
  
- Standard 4c2 The program must provide reliable information on its performance, including student achievement, to the public from the last two years. [NOTE: This Specification relates to accreditation standards or policies that require institutions or programs routinely to provide reliable information to the public on their performance including student achievement as determined by the institution or program (Paragraph 12 (B)(1), 2010 CHEA Recognition Policy and Procedures)] Provide the following:
  - 2. Aggregate data as evidence of student achievement must include at a minimum:
    - enrollment trends
    - retention
    - graduation rates and grade point average
    - student satisfaction
    - agency feedback**The website does not include agency feedback data. Update the webpage link for student achievement indicators to reflect agency feedback.**
  
- Standard 5 d. Provide documentation of program policies and procedures for assessing and managing student attributes characteristics and behaviors ('fitness for the profession') that are important for the success of human service professionals.  
***Although the narrative described program policies and procedures, there was no documented evidence submitted to support the claims. Submit documented evidence, e.g. Student Handbook, syllabi, etc., that documents the narrative description of the policies and procedures for managing student characteristics and behaviors towards success of a human service professional.***
  
- Standard 7d and 7e: The program shall adequately manage and evaluate the essential program roles and provide professional development opportunities for faculty and staff.
  - 7d. Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.
  - 7e. Describe how faculty and staff are provided opportunities for relevant professional development.***Although the information can be found in the narrative, the narrative responses were not aligned to the proper Standards and specifications. Submit the narrative responses to the correct alignment of the self-study template. Provide embedded links for supporting documents instead of placing them in the narrative.***



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- Standard 8 a1: The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.  
Demonstrate how the program
  1. Includes cultural competence in program policies, procedures, and practices.  
***The narrative addresses diversity only with a faculty and staff mandated training for sexual harassment and violence. The narrative does not address program policies and practices.***  
**Submit a narrative that expands upon cultural competence in the Human Services AAS program policies, procedures, and practices.**
- Standard 8 b1 and b2 Demonstrate how the curriculum integrates cultural competence:
  - b1 Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping.
  - b 2. Includes the development of awareness, knowledge, and skills of diversity and culture.  
***The narrative submitted was very general and did not include specific examples of how the Human Services AAS program addresses these specifications in the curriculum. Expand upon the narrative to describe how these specifications are integrated in the curriculum, examples of learning experiences used, and how the program evaluates the students' development towards cultural competence.***
- Standard 9 a and 9b The program shall have adequate faculty, staff, and program resources.
  - 9a. Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program. NOTE: Provide the reader both with a program budget and with a description of how to read and interpret it.  
***The narrative does not include a program budget for the AAS program, nor is there any supporting documentation to support the claims in the narrative. Submit a budget for the AAS program and a narrative that describes how funds are allocated to the program.***
  - 9b. Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.  
***The narrative does not address how teaching loads of faculty are calculated when considering field experience courses. Submit a narrative and supporting documentation that explains how teaching loads are calculated.***
- Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational,

community, and societal. Demonstrate how the following are integrated into the curriculum.

12a. Theories of human development

***The narrative identified courses but did not clearly detail the theories of human services that are introduced in all the courses listed. Submit a narrative that clearly identifies the theories of human services that are emphasized in the courses listed. Provide documented evidence that notes it is part of the curriculum.***

- Standard 20c : The program shall provide field experience that is integrated with the curriculum. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.  
***The narrative did not provide sufficient evidence that students in the AAS program have exposure to clients and human services organizations early in the program or curriculum. According to the narrative, the first exposure is in fieldwork courses. Submit a narrative and documented evidence that AAS students receive exposure to clients and human services organizations early in the program.***
- Standard 20d Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.  
The Fieldwork manual is available on the program webpage; however the manual is dated 2013. **Submit an updated Fieldwork Manual that demonstrates current policies and procedures.**
- Curriculum Standards 11-19 Demonstrate how the following are integrated into 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.  
***None of the narratives provided supporting documentation as evidence to what the students are learning, how the students are learning (activities), and how the student's learning is assessed (sample rubrics, tests, assignments, etc.). Submit documented evidence via the appropriate course syllabus, course outline, or specific assignments for verification.***

The AAS degree will be in a tabled accreditation condition until all the requested information is submitted and reviewed. A truncated self-study template will be mailed to you. This template with supporting evidence can be returned on a flash drive or emailed in a zipped folder to Winona Schappell, Vice President of Accreditation (VPA). The VPA will distribute the documents to the Board for review. If the information is not furnished by September 1, 2019, then the accreditation will be denied and the Program will need to reapply for accreditation as if it were an initial accreditation.

Please contact me if you have any questions. I highly recommend that you contact Dr. Karen Hinton-Polite, the assigned Board Member at Large, who has been serving as your consultant during the accreditation process. Although you hadn't reached out to her during the extension period, I encourage you to do so now. She will be able to assist with questions and ensure that you are submitting the requested information correctly.



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**3337 Duke Street, Alexandria, VA 22314-5219  
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Sincerely,

*Winona Schappell*

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