



# 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

Elaine R. Green, Ed.D  
President  
Chestnut Hill College

Winona Schappell, MEd, HS-BCP  
Vice President Accreditation  
Lehigh Carbon Community College  
(ret.)

Lynne Kellner, PhD, Lic Psych.  
Vice President Publications  
Fitchburg State University

Yvonne M. Chase, PhD, LCSW,  
ACSW  
Secretary  
University of Alaska

Adrienne Bey, PhD, LCSW, CCDP-D,  
HS-BCP  
Treasurer  
Wilmington University

Julia M. Bernard, PhD, LMFT, CFLE  
Member-at-Large  
East Tennessee State University

Harold Gates, MSSW, CISW, HS-BCP  
Member-at-Large  
Madison College (ret.)

Susan Kinsella, PhD, MSW, HS-BCP  
Member-at-Large  
Saint Leo University

Cheryl McGill, MS, NCP, HS-BCP  
Member-at-Large  
Florence-Darlington Technical College

Karen E. Hinton-Polite, PhD, LSW  
Member-at-Large  
Harrisburg Area Community College

Nicole Jackson-Walker, EdD, MA-  
LPC, DCC, HS-BCP  
Member-at-Large  
Brookdale Community College

Patrice Gillian-Johnson, PhD  
Public Member  
Delaware State University

Katherine Pickens, PhD, LPC, CAADC  
Public Member  
Alabama Dept. of Mental Health

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 BS 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:

- The program is organized and student centered
- The course work is comprehensive with an emphasis on clear progression of learning towards entry level professional practice in Human Services.
- Students complete a total of 550 field hours
- Students may transfer classes from other CUNY schools, a wide network of institutions.
- Faculty have varied experiences.
- Offer a trauma-informed practice course
- Grant program to help train students on motivational interviewing and affiliation with Bellevue Hospital
- Integration of skills across curriculum
- Strong connection to community and with multiple populations

Based upon the submitted self-study narrative, submitted documented evidence, and Reader reports, the Board determined that Standard 2f, Standard 3, Standard 4, and Standard 9 were noncompliant. In addition, the narrative and documentation for several Standards and Specifications were vague or missing. The self-study template was utilized incorrectly, the Matrix did not align to the narrative, and links were broken. 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 course learning objectives are assessed.

**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:**

- Standard 1e Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.  
***The narrative only included percentages not numbers of graduates. Submit the number of graduates per academic year.***
- Standard 2f Provide a matrix mapping the curriculum Standards (11-21) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the self-study narrative and the syllabi.



# 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

NOTE: Information on how to access the 2018 Matrix Illustrating Relationship of Courses to Curriculum-Baccalaureate Degree Level is provided at the beginning of the Curriculum Standards section as part of this template. The Matrix must include required courses for all students which contribute to compliance with the Curriculum Standards and their Specifications. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.

***There are a number of problems with the Matrix not aligning with the narrative. Resubmit the Matrix and ensure that courses listed for each specification in the Matrix are mentioned in the narrative for each Curriculum Standard and Specification.***

- Standard 3 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:  
b1 and 2. 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 statement in the narrative indicating that “While the last Chairperson did meet with the Advisory board each year, she did not submit any advisory board minutes to the Interim Chairperson. Minutes going forth have been taken.” 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.***
- 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.  
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:  
4b2. 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 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 BS program's 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 BS 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, 9b, 9d 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 BS program, nor is there any supporting documentation to support the claims in the narrative. Submit a budget for the BS program and a narrative that describes how funds are allocated to the program.*



# 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

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.***

9d. Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.

***The narrative repeated the same response used for 9c. Submit an appropriate narrative with supporting documentation for Standard 9d.***

- Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

13d An understanding of systemic causes of poverty and its implications.

***There was no narrative or documented evidence provided for this Standard. Submit a narrative response with supporting documentation.***

- Standard 21d Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies. The link did not work in the submitted self-study; however, the Fieldwork manual is available on the program webpage. The manual on the webpage is dated 2013. **Submit an updated Fieldwork Manual that demonstrates current policies and procedures.**
- Curriculum Standards 11-20 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. ***With rare exceptions, there were no 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 or specific assignments for verification of Standard compliance.***

The BS 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,

CSHSE June 24, 2019

then the accreditation will be denied and the Program will need to reapply for accreditation as if it were an initial accreditation.

Please call 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.

Sincerely,



Winona Schappell, M.Ed.  
CSHSE Vice President of Accreditation  
P.O.Box 924  
Fogelsville, PA 18051  
[Winona.schappell@gmail.com](mailto:Winona.schappell@gmail.com)  
610-295-3223

CC: Dr. David B. Smith, Dean of Professional Studies  
Dr. Elaine Green, CSHSE President  
Dr. Karen Hinton-Polite, CSHSE Board Member at Large  
Dr. Yvonne Chase, Lead Reader