



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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October 11, 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 narrative and documented evidence submitted in the follow-up report that was submitted at the Board's request based on the June 2019 tabled decision of the Human Services associate degree program at New York City College of Technology. Upon review of the submitted information, the Board voted to conditionally accredit the associate degree program because there were still three Standards (Standard 2f, 4b1, 9a, 9d,) which were determined to be in noncompliance. 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.

- a. **Conditional Accreditation:** *The CSHSE places a program on Conditional Accreditation when, in the CSHSE's judgment, the program is not in compliance with one or more of the CSHSE's Standards, and this non-compliance is sufficiently serious, extensive or acute that it raises concerns about one or more of the following:*

- a. *the adequacy of the education provided by the program;*

- b. the program's capacity to make appropriate improvements in a timely fashion; or*
- c. the program's capacity to sustain itself in the long term.*

*If the CSHSE has previously tabled consideration or issued the program a warning, the CSHSE may place a program on Conditional Accreditation if it determines that the program has failed to satisfactorily address, in a timely manner, the CSHSE's concerns in either the prior action of tabling or warning regarding compliance with CSHSE Standards. The action of Conditional Accreditation is accompanied by a request for a follow-up report (see **Follow-up Report below**) describing actions taken by the program to achieve compliance. A site visit may be required before removal of Conditional Accreditation is considered.*

- a. Conditional Accreditation will not exceed one year.*
- b. A program placed on Conditional Accreditation may request reconsideration and present its case for restoration of accreditation through the Appeals Process. (see Appeals Policy and Procedures, Member Handbook, Appendix E)*

Follow-up Report – a substantive, detailed report required when a program:

- 1. is not in compliance with one or more Standards;*
- 2. has potential to become non-compliant with CSHSE Standards;*
- 3. has issues that are more complex or numerous to be addressed in standard reporting formats; and/or*
- 4. has a substantiated complaint against it.*
- 5. has Program and SAI links on the CSHSE website that are inactive or have broken links.*

The Follow-up Report will contain the following:

- a. A complete and comprehensive assessment of the issue and/or problem(s) under review;*
- b. An appropriate plan for achieving compliance within a reasonable time frame;*
- c. A detailed timeline for completion of the plan;*
- d. Evidence that the plan has been implemented according to the established timeline; and*
- e. Reasonable assurance that the program can and will achieve compliance as stated in the plan.*

The Board reviewed the narrative and submitted documented evidence in the follow-up report for the tabled decision with the following compliance decisions:

- Introduction 6. Since the program narrative indicated that only three out of 66 courses are offered online, this Standard does not apply to the program.



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- Standard 3b The **program demonstrated compliance with this standard**. An advisory board membership exists. The Board recognized that the program began to record advisory board minutes in this past year, January 11, 2019, and August 2019. The minutes demonstrated that the advisory board members were involved with Career Development workshops in classes. The minutes provided as documented evidence had a date incongruity of meeting date and submission date of acting secretary. **The Board recommends that the program keep dates congruent within the documents.**
- Standard 4a1, 4a3, and 4a4: The program submitted links to course outlines/syllabi to demonstrate measurable student learning outcomes. Examples of assessment tools were submitted. **The additional information demonstrated compliance with these three specifications.**
- Standard 4a2: There was no narrative describing the assessment plan that is used by the program. **The program is in not in compliance with this standard.** The program must submit a detailed written narrative that clearly describes the assessment plan that is used by the program, either a specific plan of the program or how the program participates in the overarching assessment plan of the college.
- Standard 4b2: The narrative only contained results/recommendations. There was no analysis of the data from the most recent evaluation. The Board accepted the information as demonstrating compliance. **Requirement for the next accreditation cycle: The program must provide a clear detailed summary analysis of the data collected from the most recent program evaluation.**
- Standard 4c2 The program submitted student achievement indicators, survey results, course analysis, and intern success. It is noted that the intern success data is from 2016. This needs to be updated as all data should be within two years of the current year. Thus, information on the website should be dated from 2017 to present. The program lacked agency feedback, which will be required for the next accreditation cycle. **Requirement for the next accreditation cycle: The website must include agency feedback data and student achievement data which is within two years of the submitted self-study.**
- 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. The program provided evidence of Readiness for Fieldwork and a termination process for interns. However, there are no policies and procedures noted for assessing and managing student attributes, characteristics, and behaviors prior to the last two courses of the Human Service program core courses. **Requirement for the next accreditation cycle: The program must demonstrate documentation of program policies and procedures**

for handling students' "fitness for the profession" throughout the program sequence.

- Standard 7d and 7b: The program provided documentation of student evaluation of faculty, coordinator observation form, post conference form, and faculty portfolios. **The additional information demonstrated compliance with these two specifications.**
- Standard 8a1 the program presented policies and practices which addressed cultural competence. **The program is in compliance with this specification.**
- Standard 8a2. The response referred to faculty training at the Faculty Commons. There are multiple opportunities for professional development. Other than the mandatory sex harassment training, there was no indication of what program faculty participated in the professional development. **Requirement for the next accreditation cycle: The narrative should be more detailed in descriptions and supported with documents that are congruent with the narrative.**
- Standard 8 b1 and 8b2 The program integrates cultural competence throughout the human service curriculum. **The additional information demonstrated compliance with these two specifications.**
- Standard 9 a The program shall have adequate faculty, staff, and program resources. **The program is not in compliance with this standard in both the associate and baccalaureate degree programs.** The program must provide documentation of budget accounting that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program. There must be a narrative describing how the program provides input to the budget process, and accounting documents of how the funds are spent on the program. The narrative must provide a description of how to read and interpret the budget spreadsheet. The program must provide documentation of a program budget specifically for the AAS program, an explanation of how the program submits requests for budget needs, how the requests are processed, how the funds are allocated, and a final approved proposed budget with current spending.

Standard 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 program is not in compliance with this Standard because the narrative was vague and missing evidence.**

- Standard 12a. **The program provided documentation that demonstrates compliance with this standard.**
- Standard 20c **The program provided documentation that demonstrates compliance of this standard.**
- Standard 20d The program provided an active link to the online accessible fieldwork handbook in the baccalaureate response. **The program demonstrated compliance with this standard.**



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- 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.*

The program submitted course outlines that provided specific knowledge and skill-based learning objectives. **The follow-up report demonstrated compliance with all curriculum standards except one, Standard 11c, for which the Board could not find adequate learning objectives in any of the associate degree level course objectives and determined Standard 11c to not be in compliance. Demonstrate where in the curriculum, the associate degree student is learning how public and private attitudes influence legislation and the interpretation of policies as related to human services.**

The AAS degree will be in a conditional accreditation status until the Follow-up Report with the requested narrative and documented evidence for these three Standards are submitted and reviewed:

1. Standard 4a2: There was no narrative describing the assessment plan that is used by the program. **The program is in noncompliance for this standard specification.** The program must submit a detailed written narrative that clearly describes the assessment plan that is used by the program, either a specific plan of the program or how the program participates in the overarching assessment plan of the college.
2. Standard 9a The program shall have adequate faculty, staff, and program resources. **The program is not in compliance with Standard 9a and 9d in both the associate and baccalaureate degree programs.** The program must provide documentation of budget accounting that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program. There must be a narrative describing how the program provides input to the budget process, and accounting documents of how the funds are spent on the program. The narrative must provide a description of how to read and interpret the budget spreadsheet. The program must provide documentation of a program budget specifically for the AAS program, an explanation of how the program submits requests for budget needs, how the requests are processed, how the funds are allocated, and a final approved proposed budget with current spending.

Standard 9d Provide a detailed description and supporting evidence that there is adequate resource support (e.g. technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.

3. Standard 11c The program submitted course outlines that provided specific knowledge and skill based learning objectives and relevant assessments as requested

for all of the curriculum standards. **There was one specification, Standard 11c, for which the Board could not find adequate learning objectives in any of the associate degree level course objectives. The program is not in compliance with Standard 11c.** Demonstrate where in the curriculum, the associate degree student is learning how public and private attitudes influence legislation and the interpretation of policies as related to human services.

Note: Both Readers and Board Members have found the self-study and the additional information challenging to navigate between the narrative and documented evidence. The narratives are sometimes vague and the documents are either not linked within the document or the document information is not congruent with the narrative. When submitting the Follow-up Report requested from the conditional accreditation decision, the program must provide a clear, detailed narrative that describes and explains the given specification and provide embedded links to the documents that support the narrative. Make sure the documents provide information, data, and dates that are congruent with the description in the narrative.

A truncated self-study template with Standards 4, 9, and 11 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 February 1, 2020, then the accreditation will be suspended or revoked, 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 or the period after the tabled decision, 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,



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CC: Dr. David B. Smith, Dean of Professional Studies
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