



# 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 baccalaureate 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:

- 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 program demonstrates compliance with this standard.**



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**Requirement for the next accreditation cycle: *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.

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.

**The program is not in compliance with this standard.** It is not clear as to which courses are required by every Human Services baccalaureate student and which are elective or choices. Only Human Service courses that every student takes in the program are considered the core courses. These core courses are the only courses to use to demonstrate compliance with the standards. **The program must submit a new Matrix.**

- Standard 3 **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 incongruency of meeting date and submission date of acting secretary. **The Board recommends that the program keep dates congruent within the documents.**
- 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 program is not in compliance with this standard.** 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 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 8 a1: The program presented policies and practices which addressed cultural competence. **The program provided documentation that demonstrates compliance with this standard.**
- Standard 8 b1 and b2 The program integrates cultural competence throughout the human service curriculum. **The program provided documentation that demonstrates compliance with this standard.**
- 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 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.  
  
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 program provided documentation that demonstrates compliance with this 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**



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**in compliance with this Standard because the narrative was vague and missing evidence.**

- 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.

**The program provided documentation that demonstrates compliance with this standard.**

- 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 program provided documentation that demonstrates compliance with this standard**

- 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.

**The program provided documentation that demonstrates compliance with this standard**

The Baccalaureate 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 2f: **The program is not in compliance with this specification.** The Matrix must be completed with only core human service courses that are taken by every student for graduation. There shall be no elective or option courses on the Matrix.
2. Standard 4b2: The additional information provided data but no summary analysis of the data. **The program is not in compliance with this standard.** Submit a summary that analyzes the data.
3. 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.

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, explains and/or analyzes 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 2, 4, and 9 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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