



COUNCIL FOR STANDARDS
IN
HUMAN SERVICE EDUCATION

CSHSE Accreditation Updates: Accreditation Process, Cultural Competence Standard, and Revised Master's Standards

NOHS 2019 Conference, Anaheim, CA. October 2019

Presented by

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Dr. Karen Hinton-Polite, DSW, MSW, LSW, HS-BCP, CSHSE Board Member-at-Large kepolite@hacc.edu



Commit to CSHSE Membership and Accreditation

- Assure best practices in Human Service Education
- Provide Human Service program and curriculum through evidence-based standards
- Value a peer-review accreditation process

Congratulations

CSHSE Meetings: October 2018 February 2019, and June 2019
Program Accreditation and Reaccreditation

- College of DuPage
- Columbus State Community College
- Community College of Denver
- Midlands Technical College
- Montgomery County Community College
- Northern Essex Community College
- Southeast Community College
- Trident Technical College
- University of Alaska-Anchorage (AAS and BS degree programs)
- University of South Carolina-Beaufort initial accreditation
- Wharton County Junior College



Congratulations

CSHSE Meetings: October 2019

Program Reaccreditation

- **Allegany College of Maryland**
- **Stevenson University**

Council for Standards in Human Services Education

WHO ARE WE?



- Council for Standards in Human Services Education (CSHSE) is the **only accrediting body for Human Service postsecondary education degree programs.** The CSHSE accreditation **standards contain the essential elements of best practices** in Human Service education.
- **Mission-assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process.**
- **The Council consists of volunteer Board Members and Self-study Readers**

Council of Higher Education Accreditation (CHEA)



recognized
since 2014

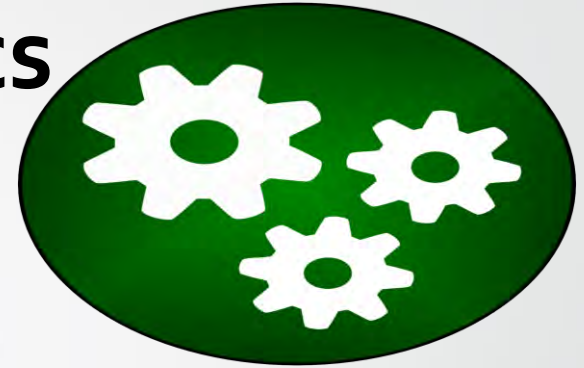
- CHEA is a national advocate and institutional voice for self-regulation of academic quality through accreditation.
- Recognition Standards
 - Advance academic quality.
 - Demonstrate accountability.
 - Encourage, where appropriate, self scrutiny and planning for change and needed improvement.
 - Employ appropriate and fair procedures in decision making.
 - Demonstrate ongoing review of accreditation practice.
 - Possess sufficient resources.

Y?

...should my
program
commit to
become
accredited?

- Ensure **quality, consistency, and relevance** of Human Services education through **research-based standards and a peer-review accreditation process.**
- “Colleges and universities should use the accreditation process to **conceptualize and institutionalize transparency.**” (Kyzykowski & Kinser, 2014)
- Provide program **accountability** through benchmarking, internal review, and **external review.**
- Promote Human Service **professionalism**

Accreditation Basics



Voluntary

- Program values external review
- Program complies with CSHSE standards (Associate, Baccalaureate, Master levels)
- Program assessment plan designed around the specifications required in the standards
- Accredited program may use CSHSE logo in program materials
- Program receives recognition on CSHSE website

Costs

- Maintain yearly membership fee- \$500 plus \$50 for each additional site
- Accreditation application with \$500 application fee plus \$50 for each additional site
- Site visit (initial and every ten years)- \$2000 per site visitor, typically two site visitors



CSHSE website

<https://cshse.org>

(Site offers public information and member only access information)



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New Master's Degree Standards Effective July 2019

Context of New Master's Degree Program

- scholarly and professional activities
- **advance the student substantially** beyond a baccalaureate degree program.
- Provide **professional practice through the creative application of knowledge, theory, and skills.**
- Provides a curriculum with an **understanding of subject matter, bibliographical resources, theory, practice, and scholarly research.**
- **Intentionally develop within students the capacity to interpret, analyze, synthesize, and communicate knowledge, and to develop those skills needed to effectively practice and advance the profession.**


Human Service Degree vs. Counseling

- The master's degree in **Human Services** differs from a counseling degree in that **graduates** are **prepared to contribute to positive change** from a **wide range of service and administrative roles** within organizations rather than to deliver therapeutic services.

Program Standards 1-10

(Same as Associate and Baccalaureate Standards)

- **Standard 1 Institutional Requirements and Primary Program Objective**
- **Standard 2 Philosophical Base of Programs**
- **Standard 3 Community Assessment**
- **Standard 4 Program Evaluation**
- **Standard 5 Standards and Procedures for Admitting, Retaining, and Dismissing Students**
- **Standard 6 Credentials of Program Faculty**
- **Standard 7 Personnel Roles, Responsibilities, and Evaluation**
- **Standard 8 Cultural Competence**
- **Standard 9 Program Support**
- **Standard 10 Evaluation of Transfer Credits**



Curriculum Standards 11-18

(Knowledge, Theory, Skills and Values)

- Standard 11 Historical Perspectives and Emerging Trends
- Standard 12 Human Systems
- Standard 13 Human Services Delivery Systems
- Standard 14 Disciplined Inquiry and Information Literacy
- Standard 15 Program Planning and Evaluation
- Standard 16 Administrative Leadership
- Standard 17 Legal and Ethical Practices
- Standard 18 Culminating Experiences

Standard 18 Culminating Experiences

- Program must **demonstrate** that graduate has had **direct service experience** either through program entry requirements or part of the program graduate requirements.
- Program must **demonstrate culminating experiences** that provide a capstone experience, either **thesis or action research**, that demonstrates conceptual mastery of the professional practice.
- All culminating experiences must include **reflections on professional self**.

Prepare for CSHSE Accreditation





COUNCIL FOR STANDARDS
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CSHSE Board Reviews Self Studies and Reader/Site Visit Reports, and Determines Accreditation Status three times a year



- February Board Meeting
- June Board Meeting
- October Board Meeting

Application Process- Timeline



- **Initial accreditation-** Once application is submitted, two years are allowed to complete Self-Study and site visit
- **Interim Report and Review, and Reaccreditation:** Applications are due at least six months prior to Board review
- **Reaccreditation:** If there are extenuating circumstances, an extension of one year can be requested
- **Accreditation** is granted for 5 years and renewed every 5 years; a site visit is required at initial accreditation and every 10 years thereafter, Interim Report and Review occurs 5 years after the initial accreditation and 5 years after each reaccreditation.

Ensure Current Membership with CSHSE

- Complete and submit membership application form and fee, \$500 plus \$50 per additional sites, to ASCENT Management, LLC. Current members must ensure that contact information is updated and membership renewal fees are paid.

<https://cshse.org>

ASCENT Management LLC

3337 Duke Street

Alexandria, VA 22314



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Council for Standards in Human Service Education
ASCENT Management LLC
3337 Duke Street
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http://www.cshse.org

APPLICATION FOR HUMAN SERVICES PROGRAM ACCREDITATION

Date of Application	
Name of Program Seeking Accreditation	
• - Departments	
• - Institutions	
• - Address	

Submit Application and Fee



- The application form is available online: <https://cshse.org>
- Complete the application form and mail to ASCENT Management, LLC, 3337 Duke Street, Alexandria, VA 22314
- Application fee, \$500 plus \$50 for additional sites, can be mailed with application form to ASCENT Management, LLC or submitted online by using a credit card

Initial Accreditation Application

2 years to submit self-study from time of application



- Time for research, program development, curriculum development
 - Time for writing
- Time for College “life events”-curriculum meetings, academic standards meetings, administrative approval
 - Time for Staff “life events”

Initial Accreditation Time Line

Process starts at date when application and fees received
2 years

Request
Readers by

August 1 for the
February
meeting

January 1 for the
June meeting

April 1 for the
October meeting

**Mail completed
self-study within
30 days of request
for readers**

45-day reading
period upon receipt
of self-study

Refer to timeline
for accreditation
with site visit

60-day period, pay site
visitor fees, schedule site
visit

If the site visit is completed
by:

December 31, the Board
will take action at the
February meeting.

March 31, the Board will
take action at the June
meeting.

August 31, the Board will
take action at the October
meeting.

Reaccreditation with Site Visit Time Line

Submit application form and fee by
August 1 for the February meeting
November 1 for the June meeting
April 1 for the October meeting

Request readers by
October 1 for the February meeting
January 1 for June meeting
June 1 for the October meeting

Mail completed and updated **Self-Study** to readers by
October 15 for the February meeting.
January 15 for the June meeting.
June 15 for the October meeting.

Conduct site visit prior to
December 31 for the February meeting.
March 31 for the June meeting.
August 31 for the October meeting.

6
months

Interim Report and Review Time Line

Submit application form and fee by

August 15 for the February meeting

November 15 for June meeting

April 15 for October meeting

Request readers by

November 15 for the February meeting

February 15 for the June meeting

July 15 for the October meeting

Mail completed and updated Self-Study to readers by

December 1 for the February meeting.


March 1 for the June meeting.

August 1 for the October meeting.

6 months

Confirmation of Application and Payment

- As soon as ASCENT Management, LLC notifies the Vice President for Accreditation (VPA) about the receipt of application and payment, the VPA will send a letter of “Notice to Proceed” which outlines resources and timelines.
- A Board Member-at-Large will be assigned as a program consultant during the accreditation process

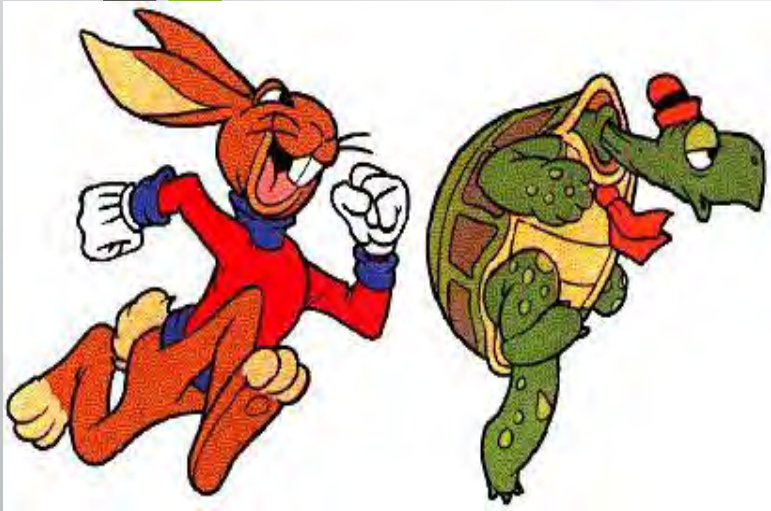
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APPLICATION FOR HUMAN SERVICES PROGRAM ACCREDITATION

Date of Application	
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• - Department	
• - Institution	
• - Address	



Getting Started: CSHSE Member Resources



- CSHSE Website: <https://cshse.org>
- *Member Handbook: Accreditation and Self-Study Guide and Self-Study, Templates, and Matrix.*
- CSHSE Publications, monographs
- CSHSE Bulletin newsletter



COUNCIL FOR STANDARDS
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Standard 8 Cultural Competency

Presented by:

Dr. Karen Hinton-Polite, MSW, LSW

CSHSE Board Member-at-Large

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H. Cultural Competence: Context

- To ensure the program is effective in producing culturally competent professionals who possess a high level of self-awareness, knowledge, and skills in the complexities of multiculturalism. This encompasses the individual, family, and group levels as well as agency/organizational, community, and globally



The Development of Standard 8- History

- CSHSE 2014-2015
 - Standard 12f
 - Standard 18d
- CSHSE 2016
- CSHSE 2018- Standard 8 Effective Date
- Human Services, Social Work, Counseling and APA



Standard 8

- **Standard 8:** The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.
- **a. Demonstrate how the program:**
 - 1. Includes cultural competence in program policies, procedures, and practices.
 - 2. Includes cultural competence training for faculty and staff
- **b. Demonstrate how the curriculum integrates cultural competence:**
 - 1. Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping.
 - 2. Includes the development of awareness, knowledge, and skills of diversity and culture.



Application of Standard 8 a 1.

How does the program include competence in *program policies, procedures and practices?*

- Student Learning Outcomes
- Curriculum/Courses
- Hiring Practices
- Data collection/Evidenced based
- Manuals, handbooks
- Policy statements- professional organizations, department, division and college
- Strategic plans
- Diversity and Inclusion Office
- Student Access Services/Student Disabilities/Different Abilities Office

Include artifacts: e.g., links, surveys, syllabi, manuals, handbooks, job descriptions

Application of Standard 8 a2.

How does the program include cultural competence *training for faculty and staff?*

- Includes Faculty, staff, administration
- Professional development includes NOHS conference
- In-Service
- Cultural events on and off campus
- Office of Human Resources Policy?
- Diversity and Inclusion Office Policy?
- Office of Multicultural Affairs Policy?
- Office of Student Affairs Policy?
- **Include artifacts: e.g., links to websites with policy statements, copies of certificates**

Application of Standard 8 b1.

How does the curriculum integrate cultural competence: includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping

- Specific Courses
- Assignments/Coursework
- Learning outcomes
- Syllabi
- *Include artifacts: e.g., links, syllabi, textbook citations (in syllabi), assignments*

Application of Standard 8 b2.

How does the program support students and the program in the development of awareness, knowledge, and skills of diversity and culture?

- Throughout curriculum
- Assignments/Course work
- Internship/practicum experience
- Program Orientation include Professional Expectations
- Self-evaluation opportunities
- Volunteer experience

Include artifacts: e.g., links, syllabi, textbook citations (in syllabi), assignments



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Writing the Self-Study: General Considerations



Presented by Winona Schappell, M.Ed, HS-
BCP, CSHSE VP of Accreditation

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General Wisdom

- A program is held to the Standards, Templates, and Policies in the **current CSHSE Member Handbook: Accreditation and Guidelines** when the accreditation application is received.
- For reaccreditations, if you start working on self-study before sending application, **check** with a Board Member at Large and the website **for any changes before proceeding.**
- **The importance of evidence:** make sure you have evidence backing up all claims of compliance: appropriate documents (handbooks, policy manuals, college catalog, website access, course objectives, assignments on syllabi, activity directions.
- Make sure the **Student Achievement indicators** for Standard 4 are posted **on your program website.**

Preparation



- **Create a Self-Study Committee** (HUS staff, adjuncts, institutional research, student support services, tech support)
 - Designate a leader, meet regularly, make sure members understand standards, leader to arrange logistics of site visit
- **Create a plan and timeline for compliance with standards** and for writing self-study- time for curricular changes
- **Review standards and assess program's current compliance** with the standards.
- **Develop a Matrix of Required Courses Matched to Standards**
 - Ask teaching faculty for input on how courses comply with standards
 - Complete Matrix using feedback from faculty and other Committee members
- **Gather information from relevant sources** (Institutional Research will be important).
 - Prepare a folder for each standard (virtual or paper) and store documented evidence

Writing the Self-Study: Lessons Learned

Use the correct template!

I. GENERAL PROGRAM CHARACTERISTICS	
A. Institutional Requirements and Primary Program Objective	
<i>Context:</i> There is strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities.	
Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.	
Specifications for Standard 1 [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]	
a.	The program is part of a degree granting college or university that is regionally accredited. Response:
b.	Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials). Response:
c.	Articulate how students are informed of the curricular and program expectations and requirements prior to admission.

- Include the **Certification of Self-Study Page**
- Ensure the **courses on the Matrix match courses** described in the **narrative**. Include the correct course syllabi in the appendices.
- **Provide detailed descriptions** on how a course(s) complies with a Standard and its Specifications.
- Provide **documented evidence** as verification for each Standard and Specification



Self Study Expectations: Description and Documented Evidence

- Every Standard and Specification must:
 - Provide clear, detailed, concise and descriptive narrative
 - Refer the reader to the name and location of any documents (e.g. links, attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting multiple paged documents
 - 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 assignments for verification.

Example Response for Curriculum Standards

3. Human Services Delivery Systems	
Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.	
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.	
Specifications for Standard 13: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]	
Demonstrate how the following are included as a major emphasis of 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.	
a	<p>The range and characteristics of human services delivery systems and organizations.</p> <p>Response:</p> <p>HS-101 Overview of Human Services This course introduces students to the range of human service organizations and delivery systems primarily through the required 20 hours of volunteer service at a human service agency. For this assignment they use Volunteer ____, a campus organization that facilitates volunteerism. Students choose a volunteer site from a long list of organizations. After they complete their volunteer work, they create a PowerPoint Presentation on the experience to present to class. In addition, representatives from at least four human service agencies speak to the class during the semester.</p> <ul style="list-style-type: none">• Found in: HS-101 Master Syllabus• Assessment Tools: Volunteer Reflection Paper and Human Service Agency Paper and Presentation <p>HS-220 Fundamentals of Nonprofit Organizations requires students to read Chapter 3 Theories of the Nonprofit Sector and Nonprofit Organizations. This reading provides students information about the characteristics of nonprofit organizations with a particular emphasis on 501 (c) 3 organizations which are typically exemplified by human and social service</p>

Clear description



Verifiable Evidence



Writing the Self-Study: Lessons Learned

Use the
template!

- **Ensure current compliance**, not an intent to comply.
- Ensure **all documents** that verify standards are **included**.
- **Use appendices documents and links to support the narrative**, not in place of the narrative.
- Ensure that **referenced data is consistent** throughout the document
- Ensure **STUDENT SPECIFIC IDENTIFIERS ARE REMOVED- REDACT!**
- **Ensure that hyperlinks work and don't require passwords-** test on different platforms if possible
- **Proofread** for spelling, grammar, and incomplete narratives.
- **Paginate self-study narrative and longer documents** that are included in the appendices

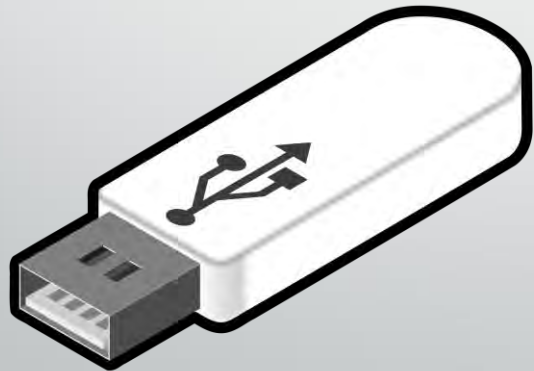
Be Kind to Self-Study Readers



- **REMEMBER THAT READERS ARE VOLUNTEERS**
- Make the narrative as **self-explanatory** as possible
- **Develop an easy navigation** between narrative and appendices
- **Highlight the strengths and uniqueness** of your program
- **Clearly and concisely** specify ways in which your program complies with each standard
- **Identify and address separately each specification** for each standard
- **Verify every claim** you make about your program's compliance by including a link or reference to an appendix or source
- **Report on what is currently true** with respect to the standards. You cannot demonstrate compliance by stating an intent to comply at a future date

Self-Study Submission Policy

Electronic
Copies only



- Both narrative and appendices must be submitted electronically-preferably on a flash drive
- All electronic documents must be in PDF format and all pages numbered
- Appendices included in the Table of Contents are part of the narrative
- Navigation between narrative and appendices must be direct

References

- CHEA: Council for Higher Education Accreditation
<http://www.chea.org>
- [CSHSE Member Handbook](#): Accreditation & Self Study Guide, July 2019.
- Franyo, G. (2014) CSHSE The Bulletin. CSHSE.
- Krzykowski, L. & Kinser, K. (2014). Transparency in Student Learning Assessment: Can Accreditation Standards Make a Difference? Change: The Magazine of Higher Learning, 46(3), 67-73.



<https://cshse.org>