



# 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 15, 2020

Dr. Kristina Marshall  
Human Service Department Chair  
Baker College  
1020 S. Washington St.  
Owosso, Michigan 48867

Dear Dr. Marshall,

The CSHSE Board reviewed the reader reports of the self-study for the Human Service baccalaureate degree at Baker College and voted to conditionally accredit the associate degree program because there were some standards requiring further clarity: Introduction 5, Standard 2, Standard 3, Standard 5, Standard 6, Standard 7, Standard 9, Standard 10, and Standard 20. This decision was based according to the CSHSE Policy for Board Accreditation/Reaccreditation Decisions found in Appendix I of the July 2019 CSHSE Membership Handbook:

#### *Appendix I CSHSE Policy for Board Accreditation/Reaccreditation Decisions (pp 96-98)*

*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.*

#### *B. Conditional Accreditation:*

*1. The CSHSE places a program on Conditional Accreditation when the program is not in compliance with one or more of the CSHSE's Standards, and this noncompliance raises concerns about the following:*

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

*The program is required to submit a report describing actions taken to achieve compliance. Conditional Accreditation will not exceed one year.*

The Readers did note many strengths of the program:

- The program is to be commended for the significant amount of work it did in curriculum redesign since the last self-study.
- Program and student learning outcomes are aligned to the CSHSE standards.
- There is a strong curriculum comprised of Human Services, psychology, and sociology courses.
- The program's curriculum design method incorporates team design between the Humans services program experts and the institution's instructional design team.
- There is excellent scaffolding of content across courses.

- Every course is well developed with learning objectives, learning assignments, and assessment tools.
- There is a comprehensive assessment plan built on program and student learning objectives.
- There are unique and varied course assessment projects: agency development project, child welfare agency project, and client behavioral treatment plans.
- Required courses focus on unique service settings or populations, e.g. Institutional Treatment and Alternative Settings, Psychology of Disability, Abuse and Neglect in the Family, Trauma Informed Care in Crisis Intervention, and Cultural Diversity.
- Program and course expectations are transparent for students through the Human Service program student handbook and distance learning management system: course assignment summaries and student learning outcomes
- The program provides two internships, one in the sophomore year and one in the senior year.
- Faculty have active professional experience.
- Faculty participate in the institution's organization of events for the Diversity, Inclusion, and Equity initiative.

Baker College's Human Service program curriculum is very strong. The Board's concern centers around the verification of program standards, sustainability of the multiple sites, and the use of online discussion board assignment to replace fieldwork seminars.

The Board recognizes the program's ability to verify information or make appropriate improvements, and is requesting the following information by October 1, 2020 for review at the November CSHSE Board meeting:

- **Introduction 5 If the Program is delivered at multiple sites:**
  - a. **For each site:**
    1. **Describe the physical location and any unique characteristics.**
    2. **Identify the faculty, directors, and staff.**
    3. **Describe the student population.**
  - b. **Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites.**

**Introduction 5a3: Describe the student population.**

The self-study provided student population for the entire institution. There was no breakdown of human service student population at each site: Cadillac, Jackson, Flint, Allen Park, Clinton Township, Muskegon, Owosso. **Provide a narrative and documentation of the Human Service program student population at each site**

**Introduction 5b: Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites.**

The narrative referred to institutional policies of Understanding by Design to demonstrate curriculum development; however, there was no explanation of program control across sites except for noting a program director. What are the responsibilities of the program director that ensures program continuity and quality across all sites? What are the program policies and procedures that assure continuity and quality across all sites? How is assessment data delineated between sites? How does the program monitor psychology and sociology course curriculum changes in the event that it impacts upon meeting accreditation standards? **Provide a clear narrative and documentation of policies and procedures that ensure quality of control of the program standards across all sites.**

- **Standard 2a. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.**

The narrative noted a conceptual framework; however, the philosophical statement is vague. **Provide a succinct philosophical statement which guides the program.**
- **Standard 3d: A narrative or table of how the committee interfaces with the program in relationship to specific issues.**



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Although the minutes of one advisory board meeting (2019) noted that agencies provide updates of current practices and needs, the narrative lacked clarity of the purpose and mission of the advisory board. **Provide clear program policies noting the purpose and mission of the advisory board.**

- **Standard 5b Provide documentation of policies and procedures for referring students for individualized personal and academic assistance. These policies must be consistent with the institution's policies.**

Other than disability services, the narrative did not address other personal and academic support assistance for students. Expand. **Provide more information about available personal and academic assistance that is available for students at each site.**
- **Standard 5e: 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.**

Readers noted that there is a policy document for students to disclose a criminal record. The narrative and human services student handbook noted an alert referral process in which the student would be referred to the program director and an individual contract would be developed if needed. However, there was no clear description of the alert system process and transparency of the system for students. What behaviors initiate the alert? How is the contract developed? How does this system work at each site? There is no clear cohesive policy and procedure outlined for students in the human services handbook that demonstrates clear policies and procedures that will be used when assessing human service professionalism beyond just a criminal record. **Provide a detailed cohesive policy and procedures that will be used when assessing human service professionalism and describe how this information is disseminated to students. Demonstrate that the policy and procedures are consistent across sites.**
- **Standard 6a: Include curriculum vitae of full time and part time faculty who teach human services courses.**

There were no faculty CV in the appendix folders. **Provide CV of all full time and part time faculty who teach human service courses.**
- **Standard 7 Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation.**

**Standard 7a: Document that faculty have the ultimate responsibility for setting policies and determining the context, implementation, and evaluation of the curriculum.**

The program uses many psychology and sociology courses to demonstrate compliance with standards. How does the program ensure that any curriculum changes in the psychology and sociology courses will not impact compliance with accreditation standards? **Provide a narrative and documentation to prove that faculty have ultimate responsibility in determining the context, implementation, and evaluation of the curriculum for all courses that are used to comply with the standards.**
- **Standard 7b1 Provide a brief description of how the essential roles are fulfilled in the program.**

The narrative noted faculty and program director but no indication of support staff. In another narrative response, site program directors and field coordinators were identified by names but no description as to the responsibilities of site program directors. **Provide a description of the roles and responsibilities of faculty, supervisors, advisors, support staff, and administration at each site and how the roles are fulfilled within the program.**

- **Standard 7b2 Provide a table matching faculty and staff positions and names with these roles.**  
There was a list of faculty noting educational degree levels, but no indication as to courses taught, at which site they work, and other responsibilities they may have in the program. There was no indication of other staff. **Provide a table matching faculty and staff names with their positions and roles**

**Standard 9 The program shall have adequate faculty, staff, and program resources.**

- **Standard 9a: Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.**  
The budget that was included in the self-study noted salaries and program supply items for each site. No description was given to how supplies are used. It appears as if courses at the Cadillac and Jackson sites are only taught by adjuncts. There is no clear indication as to how many full time and part time staff at each site are supported by the budget and if there is enough coverage for teaching the human services course per the academic program schedule at each site. **Provide a detailed description for what and how the monies allocated to each site is used. Demonstrate how the funding supports the offering of courses according to the academic program schedule at each site.**
- **Standard 9 c Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.** The narrative did not address support staff for any of the sites. **Provide a description of the professional support staff is at each site.**
- **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 narrative did not delineate the resources available at each site. **Provide a detailed description of the resource support at each site.**
- **Standard 9e Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.**  
The narrative was not clear as to what exists at each site nor any statement of space adequacy for students and faculty at each site. **Provide a detailed description of available space and how it meets the needs of all constituents at each site.**
- **Standard 10a Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning.**  
The narrative was not clear as to who reviews and approves portfolio submissions for experiential credit of human services courses. **Provide a detailed description as to the role human service faculty, staff, and administration have in the evaluation of human service credit by experiential learning.**

**Standard 21 The program shall provide field experience that is integrated with the curriculum**

- **Standard 21f Provide syllabi for required seminars. Seminars meet no less than every two weeks. Seminar hours must not be included in the field experience hours.**  
The narrative indicated that the fieldwork seminar consisted of a weekly posting to the discussion board. There is no indication if there is a requirement to interact, discuss, or dialog between students. There is no indication of who monitors the discussion (fieldwork coordinator, faculty member, etc.), nor if the program uses synchronous web-based technology in which the students can interact in real time. There is no indication if there are separate discussion boards/seminars for the sites. CSHSE defines a seminar as a meeting for giving and discussing information. **Provide a clear description of how this discussion post replicates a seminar in which students give and discuss information and receive feedback. Describe how the program implements seminars at the multiple sites.**
- **Standard 21i Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.**  
The agency affiliation document and internship form do require collection of this information. However, the narrative mentioned “rare” cases. How often do those “rare” cases occur? What documentation is kept



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to monitor those “rare” cases and what reasoning is used for “rare” cases? **Provide a narrative explaining rare case situations that have occurred and how the program handled compliance of this standard.**

- **Standard 21j: Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.**

The narrative noted that site visits sometimes occur via telephone. The technology used must ensure that the supervisor and student can be identified. How is identification obtained if only using a telephone? CSHSE recommends using video-based technology to ensure compliance.

**Provide evidence that the virtual visits ensure the identification of supervisor and student.**

The Human Service baccalaureate degree will be in a conditional accreditation status until the requested narrative and documented evidence for these Standards are submitted and reviewed. A truncated self-study template for these standards will be emailed to you. Your responses must be written in this template and supporting documents must accompany the templates. Since the Board members will be reviewing this requested information, all the requested information shall be submitted via emailed in a zipped folder to Winona Schappell, Vice President of Accreditation, who will disseminate the information to all the Board members.

**The requested information must be received by October 1, 2020.** If the information is not furnished by the given timelines, 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 or need for clarifications.

Sincerely,

Winona Schappell, M.Ed.

CSHSE Vice President of Accreditation

CC: Dr. Jill Langen, Provost  
Dr. Patricia Kaufman, Dean of Social Sciences  
Dr. Yvonne Chase, CSHSE President  
Dr. Lynne Kellner, Lead Reader