Council for Standards in Human Service Education
Self-Study Template
MASTER'S DEGREE IN HUMAN SERVICES

Reflecting National Standards for Master's Degree in Human Services
Revised July 2020

Introduction and Instructions: This template is to be used for completing the self-study narrative. Please follow the instructions for each section and each Standard. It must be completed in electronic format. See Appendix F: CSHSE Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies in the most recent edition of the *Member Handbook: Accreditation and Self-Study Guide* for the specific details related both to the self-study narrative and the appendices/attachments. In addition, review *Section III: The Self-Study Process* in the *Member Handbook* for additional guidelines for preparing for, and completing, the self-study. The *Member Handbook* can be downloaded from the CSHSE website at: https://cshse.org/

Required Certification of Self-Study Page

The format for this page is in the Member Handbook, Appendix G: Format for Certification of Self-Study. This page MUST be included at the very beginning of the self-study, and be in the correct format with all the required information. If it is absent, readers will not proceed with reading and evaluating the self-study.

Required Self-Study Introductory Information

The introductory section of the self-study must provide essential background information, context, and perspective for the readers. The Program is invited to place other information in this section that will assist readers in understanding the development, current circumstances, or future directions of the Program. For example, a Program might want to describe the current or eminent restructuring of the larger unit in which the Program is housed, changes in institutional emphasis, legislative changes, new faculty, research grants, special programs or projects, or other details that enhance contextual understanding of the readers. Follow the outline below.

A. Required Introductory Material: General Introduction to the Program

1.	Specify the degree(s) offered for which accreditation is being sought. **Response:**
2.	**Describe the institution.**
	a. Describe the organizational structure, whether state or private, age of institution, brief history, and so on. **Response:**
	b. Describe the institutional context of the Program. For example, include organization charts and structure, goals, and objectives. What levels of degree are offered by the institution? For large programs with multiple sites, organizational charts are extremely helpful to the readers. **Response:**
3.	**Describe the Program (Do not duplicate information requested in the Specifications for Standard 1.)**
	a. Briefly describe the strengths of the Program and any attributes that make the Program unique. **Response:**
	b. Describe institutional course requirements for all students and explain how they prepare students for study in the human services program. **Response**:

	c. Include any other background information that may be pertinent such as action plans for identified problem areas, changing enrollment patterns, marketing strategies, or institutional or curricular restructuring. **Response:**	
4.	**Interim Report and Review and Reaccreditations only**	
	a. Include a copy of the letter from the Vice President of Accreditation (VPA) sent at the time of the prior accreditation notifying the Program of the disposition of the application for accreditation. **Response:**	
	b. Describe how each condition in the VPA letter has been addressed. **Response:**	
	c. Describe any major program changes since the prior accreditation. **Response:**	
	d. Describe any major curriculum changes since the prior accreditation. **Response:**	
5.	**If the Program is delivered at multiple sites**:	
	For each site **(including online)**:	
	a.	1. Describe the physical location and any unique characteristics. **Response:**
		2. Identify the faculty, directors, and staff. **Response:**
		3. Describe the student population. **Response:**
	b.	Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites. **Response**:
6.	**Hybrid or Online Course Delivery:** If more than 50% of required human service courses are offered in a hybrid/online format, the Program must:	
	a. Provide a narrative and documentation which assures compliance with all Standards and Specifications **Response:**	
	b. Document how they assure that students enrolled in the program or course(s) are who they say they are **Response:**	
	c. Demonstrate that common learning outcomes/objectives exist for both face- to- face and hybrid/online delivery **Response:**	
	d. Provide documentation that the program provides adequate technical training and support for students and faculty **Response:**	
	B. Include a glossary of terms as they are used in the self-study and Program materials (e.g., appendices) to provide clarity for the self-study readers.	

Terms

I. GENERAL PROGRAM CHARACTERISTICS

A. Institutional Requirements and Primary Program Objective

Standard 1: The primary program objective shall be to prepare human service professionals to provide administrative, leadership, and research functions required to support human service organizations.	
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. **Response:**
d.	Provide a brief history of the program. **Response:**
e.	Describe the student population including the demographics and the numbers of full time, part time, and students graduating each year. **Response:**
f.	Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices). **Response:**

B. Philosophical Base of Programs

Context: A benchmark of human services education and services delivery is the interdisciplinary approach to learning and professionalism. Curriculum development integrates specific theories, knowledge and skills that are tied to a conceptual framework and underlying philosophy. This must be congruent with the CSHSE National Standards and reflect the major theoretical emphasis and uniqueness of the program and curriculum.

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.	
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.	Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum. **Response:**
b.	Include a mission statement for the program. **Response:**

c.	Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.). **Response:**
d.	Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial model, systems theory, change theory, etc.). **Response:**
e.	Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum. **Response:**
f.	Provide a matrix mapping the curriculum Standards (11-18) 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 Matrix Illustrating Relationship of Courses to Curriculum-Master's Degree Level 2019) is provided at the beginning of the Curriculum Standards 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. **Response:**

C. Community Assessment

Context: Human services programs continually interact with and affect human services delivery within the local community through field placements and alumnae/i. Programs should be designed to interface with the needs of major employers in terms of job needs and career ladders so there is an orderly and continuous supply of competent professionals.

Standard 3: The program shall include mechanisms for periodic assessment of and response to community needs, changing policies, and trends of the profession.
Specifications for Standard 3: [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.	If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment). **Response:**
b.	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: 1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.), **Response:**
	2. Minutes of advisory committee meetings from the last two years **Response:**

	3. A narrative or table of how the committee interfaces with the program in relationship to specific issues. **Response:**
c.	Describe other mechanisms, if any, used to respond to changing needs in the human services field. **Response:**

D. Program Evaluation

Context: To ensure the program is effective in producing competent professionals, the program must be evaluated on a regular basis. In addition, the program must assess how well the needs of students and graduates are being met. These evaluations/ assessments are the bases for modifying and improving the program.

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 profession.	
Specifications for Standard 4: [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 has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following: 1. Measurable student learning outcomes **Response:**
	2. Assessment plan **Response:**
	3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc. **Response:**
b.	The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys, 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: 1. A history of program evaluations **Response:**
	2. A description of the methodology **Response:**
	3. A summative analysis of the most recent evaluation **Response:**
	4. A description of how and in what way the evaluation resulted in any change. **Response:**

c.	The program must provide reliable information on its performance (including student achievement data) to the public from the last two years. **[NOTE: This Specification relates to accreditation standards or policies that require institutions or programs to provide timely, readily accessible, accurate and consistent aggregate information to the public about institutional or programmatic performance and student achievement, as such information is determined by the institution or program. (Paragraph 12 (B)(1), 2019 CHEA Recognition Policy and Procedures)]** Provide the following: 1. An active link to student achievement indicators on the Program's website. **Response:**
	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. Optional student achievement indicators, such as: doctoral program rates, employment data, and alumni surveys may be included. **Response:**

E. Policies and Procedures for Admitting, Retaining, and Dismissing Students

Context: Students have a right to know, prior to enrollment, the policies and procedures for admitting, retaining, and dismissing students. Both academic and behavioral issues need to be considered.

Standard 5: The program shall have written policies and procedures for admitting, retaining, and dismissing students.	
	Specifications for Standard 5: [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.	Provide documentation of policies regarding the selection and admission of students. **Response:**
b.	Provide documentation of policies and procedures for referring students for personal and academic assistance. These policies must be consistent with the institution's policies. **Response:**
c.	Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students. **Response:**
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. **Response:**

F. Credentials of Human Service Faculty

Context: Human service programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches.

Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base, experience in the delivery of human services, and organizational and leadership expertise.	
Specifications for Standard 6: [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.	Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that: 1. Faculty have education in various disciplines and experience in human services or related fields **Response:**
	2. Teaching faculty should have no less than the actual certificate or degree in which they teach. It is recommended that faculty have a doctoral degree. **Response:**

G. Personnel Roles, Responsibilities, and Evaluation

Context: To balance the academic and experiential characteristics of human services programs, adequate faculty and staff should be available to fill essential program roles.

Standard 7: The program shall adequately manage and evaluate the essential program roles and provide professional development opportunities for faculty and staff.	
Specifications for Standard 7: [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.	Document that the program has ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum. **Response:**
b.	Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. 1. Provide a brief description of how the essential roles are fulfilled in the program **Response:**
	2. Provide a table matching faculty and staff positions and names with these roles. **Response:**
c.	Describe the process for faculty and staff evaluation. Documentation may come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review. **Response:**

d.	Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement. **Response:**
e.	Describe how faculty and staff are provided opportunities for relevant professional development. **Response:**

H. Cultural Competence

Context: To ensure the program is effective in producing culturally competent professionals who possess 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.

Standard 8: The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.
Specifications for Standard 8: [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.	Demonstrate how the program 1. Includes cultural competence in program policies, procedures, and practices. **Response:**
	2. Includes cultural competence training for faculty and staff **Response:**
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. **Response:**
	2. Includes the knowledge of people of other cultures in a local and global context. **Response:**
	3. Includes skills to incorporate culture and diversity in human service delivery. **Response:**

I. Program Support

Context: To address student needs, human service programs require adequate faculty, staff, and program resources.

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

Specifications for Standard 9: [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.	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.* **Response:**
b.	Describe how program and field experience responsibilities are considered in calculating the teaching loads of faculty. **Response:**
c.	Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration. **Response:**
d.	Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration. **Response:**
e.	Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration. **Response:**

J. Evaluation of Transfer Credits

Context: In order to promote and facilitate the transfer of credits, each program shall have policies and procedures for the evaluation of transfer credits

Standard 10: Each program shall articulate the policies and procedures for the transfer of credits	
Specifications for Standard 10: [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.	Describe formal policies and procedures, and informal practices for the transfer of credits **Response:**
b.	Describe how students receive this information. **Response:**

Matrix Illustrating Relationship of Required Courses to Curriculum Standards

1. Download current Matrix-Masters from the CSHSE Website https://cshse.org
2. The completed Matrix must be inserted at this point in the self-study template.

Curriculum Standards

A master's degree program in Human Services requires scholarly and professional activities designed to advance the student substantially beyond the educational requirements of a baccalaureate degree program. The degree is structured to prepare students for professional practice through the creative application of knowledge, theory, and skills. The curriculum provides opportunity for a broad conceptual mastery of the field through an understanding of subject matter, bibliographical resources, theory, practice, and scholarly research. The intent of the curriculum is to 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.

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.

NOTE: *All courses identified on the Matrix as complying with a particular Standard and its Specifications must be included in the narrative for Standards 11-18. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications*

A. Knowledge, Theory, Skills, and Values

1. Historical Perspectives and Emerging Trends.

Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development

<u>**Standard 11:**</u> **The curriculum shall include the historical perspectives and emerging trends in human service delivery.**
Specifications for Standard 11: [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 broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through: **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 assignments for verification.*

a.	Historical and current legislation affecting services delivery. Response:
b.	How public and private attitudes influence legislation and the interpretation of policies related to human services. Response:
c.	Exposure to a spectrum of socio-political ideologies and how they influence human service delivery. Response:
d.	Skills to analyze and interpret historical data for application in advocacy and social change.

	Response:

2. Human Systems

Context: The human services professional must demonstrate ~~have~~ an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.
Specifications for Standard 12: [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 broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
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 assignments for verification.*

a.	Overview of how administrators may work with groups such as boards of directors, community groups, public officials, or client/consumer advisory groups Response:
b.	Changing family structures and roles. Response:
c.	An introduction to the organizational structures of communities. Response:
d.	An understanding of the capacities, limitations, and resiliency of human systems. Response:
e.	Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation and identity, age, learning styles, ability, and socio-economic status) in determining and meeting human needs. Response:
f.	Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism. Response:

3. Human Services Delivery Systems

Context: The demands for services, funding of educational programs, social justice, and advocacy have been closely related but not limited to: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and intellectual and developmental disabilities. The needs that arise 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 broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through: **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 assignments for verification.*
a.	The range and characteristics of human services delivery systems and organizations. Response:
b.	The range of populations served and needs addressed by human services. Response:
c.	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning. Response:
d.	Economic and social class systems including systemic causes of poverty. Response:
e.	Political and ideological aspects of human services. Response:
f.	Local and global influences on human service delivery. Response:
g.	Skills to effect and influence social policy. Response:
h.	Dealing effectively with conflict on varying levels of human service delivery systems Response:

4. Disciplined Inquiry and Information Literacy

Context: The delivery of effective human services depends on the appropriate integration of various forms of information.

Standard 14: The curriculum shall provide knowledge and skills in disciplined inquiry and information literacy.
Specifications for Standard 14: [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 broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through: **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 assignments for verification.*

a.	Knowledge and skills to obtain information through observation and research. Response:
b.	Respect for confidentiality and the appropriate and ethical use of professionally relevant data.

	Response:
c.	Knowledge and skills to assess the significance, relevance, timeliness, adequacy, accuracy, and validity of information provided by others. Response:
d.	Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations. Response:
e.	Information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, world wide web, and other electronic resources. Response:
f.	Familiarity with methods, statistics, quantitative and qualitative research and the application of technology. Response:
g.	Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes. Response:
h.	Inclusion of a culminating capstone experience, e.g. research project, scholarly paper, or action research project. Response:

5. Program Planning and Evaluation

Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

Standard 15: **The curriculum shall provide knowledge, theory and skills in systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.**
Specifications for Standard 15: *[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 broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through: **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 assignments for verification.*

a.	Program planning and design. Response:
b.	Program implementation. Response:
c.	Program evaluation. Response:

d.	Knowledge, theory, and skills to perform a community-needs assessment. Response:

6. Administrative Leadership

Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups

Standard 16: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Specifications for Standard 16: *[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 broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
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 assignments for verification.*

a.	Organizational management. Response:
b.	Employment and supervision of staff. Response:
c.	Operational and strategic planning including assessment practices. Response:
d.	Developing budgets and monitoring expenditures. Response:
e.	Fund development and fundraising (grants, special events, major gifts, etc.) and contract negotiation Response:
f.	Legal/regulatory issues and risk management. Response:
g	Supporting the professional development of staff. Response:
h.	Recruiting and managing volunteers. Response:
i.	Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing. Response:
j.	Understanding the mission, vision, and ethical responsibilities of organizations and society as outlined by the Ethical Standards of the National Organization for Human Services (available at https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals). Response:

7. Legal and Ethical Practices

Context: An understanding of laws, legal issues, and professional ethics as they relate to human services is necessary for informed practices and the protection of the rights of others.

Standard 17: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.	
Specifications for Standard 17: [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 broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through: **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 assignments for verification.*	
a.	Respect for confidentiality of information. Response:
b	Recognition that individuals, services systems, and society change. Response
c	Interprofessional approaches to problem solving. Response:
d	Respect for appropriate professional boundaries. Response:
e.	Maintaining behavior that is congruent with the values and ethics of the profession as outlined by the Ethical Standards of the National Organization for Human Services (available at https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals). Response:
f.	Clarification of values. Response:

8. Culminating Experiences

Context: Culminating experiences are learning experiences in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently taught in the classroom. CSHSE requires master degree students to complete a learning experience that demonstrates competency in translating theory into practice: fieldwork experiences, a thesis, or action research project. All options require a self-reflection process.

Standard 18 The program shall provide either field experiences or capstone projects that are integrated within the curriculum and demonstrate conceptual mastery of professional practices in the field of human services.	
a.	Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) Response:
b.	Demonstrate criteria, policies, and procedures for determining when a student is required to complete fieldwork experiences. Field work may be waived if student has extensive experience provided specific criteria, policies, and procedures are followed and documented. For those who qualify to have field work waived, they must complete a capstone project, thesis, or an action research project. Response:
c.	If a fieldwork experience is required, provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements. Response:
d.	If a fieldwork experience is required, provide documentation of written agreements with field agencies that specify the student's role, activities, outcomes, supervision, and field instruction. Response:
e.	If a fieldwork experience is required, provide syllabi for required seminars. Seminar hours are not included in field experience hours. Response:
f.	If a fieldwork experience is required, provide evidence that a minimum of one academic credit is awarded for each three hours of weekly field experience. Response:
g.	If a fieldwork experience is required, demonstrate that the field experience is structured with clear learning outcomes and methods of evaluation Response:
h.	If a field work experience is required, demonstrate the field supervisors have a minimum of a master's degree or comparable years of professional experience. It is strongly recommended that field supervisors have no less than 10 years of professional experience if they do not hold a master's degree Response:
i.	If a field work experience is required, 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. Response:
j.	If a field work experience is required, demonstrate that there is a written plan of learning objectives, activities, and outcomes for each student that was conjointly developed and agreed to by the student, the program, and the agency supervisor.

	Response:
k.	If a field work experience is required, the program shall provide a minimum of 100 clock hours of field experience in a human service setting. Response:
l.	If fieldwork experience is waived, the program shall provide a capstone experience, either thesis or action research, that demonstrates conceptual mastery of the professional practice. Demonstrate the rationale for the selected capstone experience option. Response:
m.	If fieldwork experience is waived, the program shall provide a capstone experience, either thesis or action research, that demonstrates conceptual mastery of the professional practice. Provide the specific criteria and expectations for completing the selected capstone experience. Response:
n.	If fieldwork experience is waived, the program shall provide a capstone experience, either thesis or action research, that demonstrates conceptual mastery of the professional practice. Provide the specific criteria for the assessment of the completed capstone project Response:
o.	Demonstrate that a reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) is included for the selected capstone experience: fieldwork, thesis, or action research. Response: