



# 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

Yvonne M. Chase, PhD, LCSW, ACSW  
President  
University of Alaska

Winona Schappell, MEd, HS-BCP  
Vice President Accreditation  
Lehigh Carbon Community College (ret.)

Lynne Kellner, PhD, Lic Psych.  
Vice President Publications  
Fitchburg State University

Julia M. Bernard, PhD, LMFT, CFLE  
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Cheryl McGill, MS, NCP, HS-BCP  
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DCC, HS-BCP  
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Brookdale Community College

Laurie Weiner, J.D., HS-BCP  
Member-at-Large  
Stevenson University

Katherine Pauling, PhD, LPC, CAADC  
Public Member  
Alabama Department of Mental Health

November 8, 2020

Mr. Michael Rush  
Metropolitan Community College  
Fort Omaha Campus  
Building 10-Office Area 132  
P.O. Box 3777  
Omaha, NE 68103-0777

Dear Mr. Rush,

The CSHSE Board reviewed the reader reports of the self-study for the Human Services associate degree at Metropolitan Community College and voted to conditionally accredit the associate degree program because there were some standards requiring further clarity: Standard 4c2, Standard 12a and Standard 20e, and Standard 20i. This decision was based according to the CSHSE Policy for Board Accreditation/Reaccreditation Decisions found in Appendix I of the July 2020 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 Board recognized the program's effort to streamline the curriculum with a new emphasis on gerontology and the longevity and the diverse background of program faculty. This decision is not a negative reflection of your program, but only a means for the Board to access missing information and to clarify compliance questions.

The Readers did note many strengths of the program:

- The program revised the program to meet institutional credit expectation and CSHSE standard compliance.
- There appears to be an active and robust Advisory Committee.

- The program has a structured process for evaluation and yearly needs assessment.
- The institution supports the program with paid professional development for both full time and adjunct faculty.
- Faculty are skilled and credentialed.
- Multicultural focus is evident at the institution and within the program.
- Practicum is thorough and provides support services for the student.

Metropolitan Community College's Human Services program curriculum is responsive to institutional and community needs. The Board's concerns center around the verification of three standards. **The Board recognizes the program's ability to verify information or make appropriate improvements, and is requesting the following information by February 1, 2021 for review at the February CSHSE Board meeting:**

- **Standard 4c** The program must provide reliable information on its performance, including student achievement, 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:

2. **Aggregate data as evidence of student achievement (e.g. enrollment trends, retention, student learning outcomes, graduation rates and grade point average, student satisfaction, agency feedback, graduate transfer rates, graduate school or employment data, and alumni surveys)**

*The Board noted that the program provided graduate survey outcomes and student survey outcomes for public view. The number of graduates were noted for the 2017-2018 academic year. The questions on the student survey were more of a student assessment of how the program is offered and yielded information for the program to adjust to the program offering needs of the student. There was not enough evidence of student achievement performance. This standard is also regulated by CHEA, so the Board is requesting that the program update the student achievement indicators made available to the public and the indicators should reflect student performance (e.g. enrollment, retention, graduation, program learning outcomes, etc) from the past two years, 2018 and 2019. **Submit the webpage URL that provides the public with this updated information.***

- **Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.**
  - a. **Theories of human development.**

*The program submitted a narrative and Matrix that reflected the use of PSYC 120 as the course curriculum to demonstrate compliance of this standard. However, the Readers found no evidence of a course syllabus/outline of course objectives to verify the narrative. **Submit a copy of the PSYC 120 course syllabus/outline which details the course content and objectives.***

- **Standard 20e** The program shall provide field experience that is integrated with the curriculum. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.

*The Readers noted a list of potential learning goals that could be selected by the student in the documented evidence that was provided; however, the Board is seeking clarity as to the process in which the student develops the learning contract and a sample of a learning contract. **Provide a narrative explaining the process by which the student develops the learning contract and a sample of the contract.***



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- **Standard 20i** The program shall provide field experience that is integrated with the curriculum. 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.

*Although the narrative indicated that the program explained that “usually this is the case”, there was no documented evidence that the program requires this standard or collects data to confirm that the field supervisors meet this expectation. Provide a narrative of how the program collects this data and evidence that the program includes this requirement in the policies and procedures for fieldwork placement.*

The Human Services associate 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 email 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 February 1, 2021.** 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. Tom McDonnell, Vice President of Academic Affairs  
Ms. Jean Franklin, Dean of Social Sciences  
Dr. Yvonne Chase, CSHSE President  
Dr. Katherine Pauling, Lead Reader