

CSHSE Member Handbook: Self-Study and Accreditation Guide

Revised July 2022



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>

CSHSE Member Handbook: Accreditation and Self-Study Guide

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Council for Standards in Human Service Education

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Introduction and Organization of Document

The Council for Standards in Human Services Education was created in 1979 and is the only national accrediting body for human service degree programs. The National Standards set forth by the Council have been confirmed through independent and Council research as well as the self-studies of various institutions over the years. The membership consists of degree programs that sustain the work of the Council through membership dues.

This *Member Handbook: Accreditation and Self-Study Guide* was created to inform members of the membership and accreditation policies and procedures set by the Council Board and to assist members in the Initial Accreditation, Interim Report and Review, and Reaccreditation processes. This handbook is updated regularly, and the most current version is on the Council website at <http://www.cshse.org>.

The Board of Directors is committed to fulfilling the mission and vision of the Council with integrity and professionalism. Through membership, Programs join the Council in the work of promoting high quality educational experiences that assure human service professionals who enter the field prepared to work with diverse clients in diverse settings with diverse goals and objectives related to a common thread of social justice. This document provides members a resource for understanding the framework for the Council's work, the responsibilities and rights of members, and the principles that inform our practice.

The document is divided into five sections. *Section I* defines membership, the specific policies and procedures related to retention of membership, and membership fees. In *Section II*, the details and procedures of the accreditation, interim report, and reaccreditation policies and processes are defined. *Section III* giving more details related to the Self-Study writing process and *Section IV* gives more details on the site visit process.

Questions or comments on this document can be directed to the President, Vice President of Accreditation, or any Board Member-at-Large. Contact information is available on the website.

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Section I: Membership

Membership in the Council

Note: The acronym CSHSE and the word Council are used interchangeably throughout this guide.

Programs can become members of the Council before they are accredited, and some Programs remain members without ever becoming accredited. Members join the Council in its commitment to improve the quality, consistency, and relevance of human service education programs and assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process.

Programs cannot become accredited without first becoming members of the Council. In addition, Programs must maintain current membership through annual dues as a condition of accreditation (Check the website for the current membership fee structure).

All members benefit from the work of the Council. Board Members-at-Large and Executive Board Members are available to consult with any member regarding program and curriculum standards. All members have the same voting privileges whether or not they are accredited.

Membership, Payment Policies, and Procedures

- To become a member, complete the *Membership Application* found on the Council website and submit it with a check for the membership dues to ASCENT Management or complete an online application and online payment at <https://cshse.org>.
- Programs can support the work of the Council through active membership, whether or not the program is accredited.
- Membership follows the fiscal year, July 1 thru June 30 and is paid on an annual basis.
- There is one membership per institution. Effective July 1, 2022, membership fees will be based on the highest degree human service program level that can be earned at the institution:
 - Associate degree- \$550; Baccalaureate -\$650; Master's- \$750
 - If an institution offers a human service program at two-degree levels, the membership fee will be assessed at the highest degree level. For example, if an associate and baccalaureate human service degree is offered then the membership rate is \$650. If a baccalaureate and master's human services degree is offered, then the membership rate is \$750.
- An invoice will be mailed on April 1 and payment is due no later than July 15.
- If the membership fee has not been received by September 15, a second billing invoice will be sent with a late charge of \$25.
- If payment is not received by October 31st, a reinstatement fee of \$75 will also be charged.
- If payment is not received by December 31st, accredited programs will lose their membership and lapse accreditation.

Membership Benefits

- Members receive e-newsletters with updates on Council activities, program and curricular standards, and other relevant Human Service program information.
- Members have log in access to the Member Resources on the CSHSE website: <https://cshse.org>
- Members receive the annual Bulletin, a peer reviewed publication of writings by CSHSE member faculty.
- Members are listed on the website but do not have permission to include the Council logo in any materials or media. They cannot claim or imply that they are accredited.
- Members have voting rights.

Section II Accreditation

Value of CSHSE Accreditation

- CSHSE accreditation holds programs to the highest national standards in Human Services education.
- CSHSE accreditation confirms quality programming through an external review process and provides information that asserts and confirms the program's compliance with the National Standards.
- CSHSE accreditation facilitates an in-depth analysis of the effectiveness of the human services program and curriculum, and identifies its strengths, uniqueness, and growth areas according to the National Standards of human service education.
- CSHSE accredited program graduates have interdisciplinary knowledge and skills which expands employment options within the field of human services, e.g., nonprofit organizations, for-profit social service agencies, and local, state, and federal governments.
- Graduates of CSHSE accredited baccalaureate programs have more options for graduate school, e.g., master's degrees in human services, human service administration, social work, counseling, law, and nonprofit administration.
- CSHSE accredited programs support transfer students from various programs and disciplines, e.g., criminal justice, social work, counseling, psychology, sociology, political science, etc., that align with the interdisciplinary nature of the field of human services.
- CSHSE accredited programs align with standards for many federal, state, and local licensures, certifications, or statutes, and work within a multitude of Health and Human Services professions, e.g., mental health, clinical services, public administration, addictions, gerontology, child development, disability services, criminal justice, etc.
- CSHSE maintains accountability of the accreditation process through recognition by the Council for Higher Education Association (CHEA)

General Membership Conditions of Accreditation

- Programs must be current members of the Council.
- Continuous membership must be maintained as a condition of accreditation.
- Program accreditation that has lapsed for non-payment of membership fees can be reinstated within 90 days of October 31 by paying the outstanding membership fee, the late charge (\$25), and a reinstatement charge (\$75).
- If membership lapses for non-payment, CSHSE will notify the accredited program that the accreditation has lapsed and the program must reapply as an initial accreditation.

Accreditation Payment Policies, and Procedures

- All accreditation application and fee submission deadlines must be met.

- Forms and fees must be submitted to ASCENT Management. Forms are available on the website.
- Complete the application form for Initial Accreditation, Interim Report and Review, or Reaccreditation and submit it with the accreditation fee:
 - \$750 for Associate degree program
 - \$1000 for Baccalaureate degree program
 - \$1250 for Master's degree program
 - 10% of program degree accreditation fee for each additional site. For example, if a Baccalaureate program is offered at three sites, the accreditation fee is \$1000 plus \$200 (10% of \$1000= \$100 for one site) for a total of \$1200.
- Programs that have multiple degree levels must submit an application and a separate accreditation fee for each degree level. For example: if an institution is seeking accreditation for both an associate and baccalaureate degree program, the accreditation fee would be \$1750, \$750 for the associate degree and \$1000 for the baccalaureate degree.
- Programs that are delivered at multiple sites, physical and virtual, pay the accreditation fee for the first site and a 10% rate for each additional site. For example: an associate degree program that is delivered at four sites will pay the full application fee for the first site, \$750 and an additional 10% rate for each of the other three sites (10% of \$750=\$75; three sites at \$75 each) for a total of \$975.
- Programs that offer the same degree level but offer multiple programs with different curriculum must apply separately for each degree program accreditation.
- Effective July 1, 2022, site visit fees will be assessed a flat rate of \$2250 per site visitor. The fee will cover all costs of travel, lodging, and meals of a site visitor. There will be two site visitors assigned for each site visit for a total of \$4500 for a site visit.
- Site visit fees will be charged to the Program when the Vice President of Accreditation notifies the program that the Self-study Readers have determined that the self-study review is complete and it is time to proceed with the site visit.
- Applications and fees for initial accreditations may be submitted anytime during the fiscal year and follow the self-study submission due dates of the timelines for Reaccreditation
- Interim Report and Review applications and Reaccreditation applications must be submitted 6 months prior to the end of the accreditation period. (If a program is accredited in June, the application and payment must be submitted by January 1).
- Programs that allow accreditation to lapse either for non-payment of membership dues OR by not submitting a Reaccreditation application and the reaccreditation fee at ***least six months prior to the ending date of the current accreditation***, must begin the process as if they have never been accredited. Official records will show the lapse in accreditation.

Accreditation: General Policies and Procedures

- All programs seeking accreditation and reaccreditation must have “human services” in the program title or program description.
- A Self-Study is required every 5 years. After the recognition of the initial accreditation which included a site visit, a Program must provide an Interim Report during the 5th year. At the 10th year, the program will seek reaccreditation by submitting a self-study and hosting a required site visit. Site visits will occur every ten years in an accreditation cycle.
- When a program submits an application, the Vice President of Accreditation will send a Notice to Proceed letter and assign a Board Member at Large consultant who will assist the program during the writing of the Self-study.
- A Self-Study, in compliance with the National Standards and the Council policies for writing and submitting electronic self-studies, must be sent to the assigned Self-study Readers, the designated Board Member-at-Large, and the Vice President of Accreditation.
- Accredited members of the Council are listed on the CSHSE website and can include the Council logo in promotional materials along with the statement, “Accredited by the Council for Standards in Human Service Education
- If accreditation has lapsed, regardless of the reason, statements of accreditation must be removed from all program materials. Programs that misrepresent the use of the CSHSE logo will be notified by mail to remove the logo from all publications.

Conditions for Initial Accreditation

- Programs have two years from the date of the Initial Accreditation application to complete the initial accreditation process which includes the submission of the self-study and a site visit.
- No extensions beyond the two-year period are granted. Programs not completing the initial accreditation process within the two years are invited to reapply.

Conditions for Interim Report and Review

- Five years after initial accreditation and at 10-year intervals thereafter, an Interim Report is submitted for Board review.
- A site visit is not required for the Interim Report and Review.
- If the Board approves the Interim Report, accreditation is extended for an additional five years.
- Programs that cannot meet deadlines due to extenuating circumstances may request an extension of up to one year by submitting an extension request form, an Interim Report

and Review/ Reaccreditation application, and accreditation application fees to CSHSE. The Vice President of Accreditation will review the extension request and notify the Program of a decision. When an extension is granted, accreditation will be continuous from the reaccreditation cycle due date. For example, if the Interim Report was due for a June 2020 Board review and an extension was granted from June 2020 to June 2021, the Interim Report must be submitted by the deadlines for a June 2021 Board review. However, the accreditation cycle will include the year of the approved extension, June 2020 through June 2025.

Conditions for Reaccreditation

- Ten years after initial accreditation and at 10-year intervals thereafter, a Self-Study and site visit is required for reaccreditation.
- The reaccreditation process should be completed by the 10th year anniversary date of the initial accreditation. For example, if the Program is initially accredited for June 2020-June 2025, the reaccreditation which includes a Self-study review and site visit should be completed by the June 2035 Board Meeting.
- When a site visit is required, the Program bears all costs of the site visit.
- Programs that cannot meet deadlines due to extenuating circumstances may request an extension of up to one year by submitting an extension request form, an Interim Report and Review/ Reaccreditation application, and accreditation application fees to CSHSE. The Vice President of Accreditation will review the extension request and notify the Program of a decision. When an extension is granted, accreditation will be continuous from the reaccreditation cycle due date. For example, if the Reaccreditation cycle was due for a June 2020 Board review and an extension was granted from June 2020 to June 2021, the Reaccreditation Self-study review and site visit must be completed by the deadlines for a June 2021 Board review. However, the accreditation cycle will include the year of the approved extension, June 2020 through June 2025.
- Adjustment to the Accreditation Cycle for programs accredited during the COVID Pandemic Crisis

From March 2020-June 2022, CSHSE revised accreditation site visit policies as a response to the COVID-19 pandemic. All programs which required a site visit between April 2020 through June 2022 completed a virtual site visit. This policy changed the accreditation conditions outlined in the initial and reaccreditation process.

If your program received a virtual site visit in lieu of an in-person site visit between March 2020-June 2022, then your program will be required to have an in-person site visit with your next self-study submission.

CSHSE Accreditation Policies for Curriculum Standards

The Council for Standards in Human Services Education (CSHSE) recognizes the unique attributes of the helping profession which relies on theories, knowledge, and skills to deliver quality helping services. CSHSE requires that accredited programs ensure that the theory, knowledge, and skills for developing direct helping services and professional values and attitudes within each of the associate, baccalaureate, and master levels are addressed within the curriculum standards by using appropriate instructional practices and assessments.

CSHSE recognizes two primary approaches for instruction: synchronous and asynchronous.

- A synchronous learning environment is one which is offered in real time, and where students and instructors can attend together in one place or together from different locations. CSHSE defines fieldwork seminar as a synchronous meeting of individuals, real time, and together.
- CSHSE considers asynchronous learning as an environment in which the student can interact with the class at any time or from any place.

CSHSE recognizes that a strong accredited educational program will provide the appropriate instructional approach to develop effective helping skills. CSHSE recognizes that programs are using a mixture of synchronous and asynchronous approaches.

- Theory, knowledge and skill development can be presented both synchronously and asynchronously. However, the choice of the instructional approach must demonstrate the learning of theory, knowledge or skill within the context of the specific standard or specification.
- A learning objective based on theory and knowledge development can easily be assessed through discussions, written reports, journals, quizzes, tests, or exams in either a synchronous or an asynchronous approach.
- Assessing skill development is different than theory and knowledge development. Assessing interpersonal communication, group facilitation, or intake interviewing skill development requires that the student performs the skill. The assessment could be in real time or in a recorded real time performance; however, the student must perform the skill.

CSHSE requires programs to assess student interpersonal communication and group facilitation skill development by having the student perform in a synchronous setting.

- This requires programs who are using online instruction to include synchronous methods by choosing technology platforms and software in which a student can clearly demonstrate the development and proficiency of the helping skills when interfacing with other humans in real time or recorded in real time, and incorporate educational practices that replicate what the employment environment is expecting for optimum professional development of direct helping services.

Regardless of the instructional approach, learning objectives, instruction, and assessments must be directly aligned to the theory, knowledge, and skill requirements of the Standards and Specifications. The CSHSE skill based Standards and Specifications in the associate, baccalaureate, and master degree levels address the necessary employment skills of

interpersonal communication (attentive listening, responding, advocating), values and attitudes (responsibility, confidentiality, empathy, compassion, empowerment), problem solving, organizational management, and time management as identified by the Department of Labor, <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm#tab-4>, and the National Organization of Human Services, <https://www.nationalhumanservices.org/what-is-human-services>.

The CSHSE curriculum standards listed below are skill-based and require thoughtful development of instruction methods and assessment of interpersonal communication, group facilitation, and working components of the helping process. Online tests, reading journals, reports, analysis of another person's helping skills, or discussion board assessments are not considered in compliance for interpersonal communication, group facilitation, and intake interviewing skill standards. Programs considering online or hybrid instruction for skill-based standards must consider the availability and appropriateness of the technology for the course learning objectives, the availability and access of appropriate technology for the program and students; assurance that synchronous interpersonal communication skill, interviewing and helping skills, group facilitation skill, and advocacy skill training are part of the instruction, and assurance that the selection of appropriate assessments allow the student to demonstrate skill proficiency.

- Associate and Baccalaureate Degree Curriculum Standards

Human Systems Context: The human services professional must 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 service systems including: individual, interpersonal, group, family, organizational, community and societal

12b3 Small groups: Group Facilitation skills

Client Interventions and Strategies Context: Human service professionals' function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

Standard 16 The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery

Standard 16c Knowledge and skill development in

1. Case Management:

a. Intake interviewing

- b. *Helping skills*
- c. *Identification and use of appropriate resources and referrals*
- 2. *Group facilitation*
- 3. *Use of consultation.*

Interpersonal Communication Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

- a. *Clarifying expectations.*
- b. *Dealing effectively with conflict.*
- c. *Establishing rapport with clients.*
- d. *Developing and sustaining behaviors that are congruent with the values and ethics of the profession.*

Client-Related Values and Attitudes Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 18 (Standard 19 Baccalaureate): The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

- a. *The least intrusive intervention in the least restrictive environment.*
- b. *Client self-determination.*
- c. *Confidentiality of information.*
- d. *The worth and uniqueness of the individual including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.*
- e. *Belief that individuals, services systems, and society can change.*
- f. *Interdisciplinary team approaches to problem solving.*

g. Appropriate professional boundaries.

h. Integration of the ethical standards outlined by the National Organization for Human Services (NOHS) and the Council for Standards in Human Service Education (available at <https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>)

○ Master Degree Curriculum Standards

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

13g Skills to effect and influence social policy.

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.

17c Interprofessional approaches to problem solving.

17d Respect for appropriate professional boundaries.

17e 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>).

The program's curriculum learning objectives, instruction, and assessments within synchronous and asynchronous learning environments will be considered when determining compliance and noncompliance of the Curriculum Standards and Specifications.

Section III: Preparing for Accreditation

Resources for the Accreditation/Reaccreditation Process

These resources are essential in preparing for program accreditation/reaccreditation:

Member Handbook: Accreditation and Self-Study Guide, the designated Board Member-at-Large consultant, and the CSHSE website.

The Member Handbook: Accreditation & Self-Study Guide describes the requirements and process for completing the Self-Study and accreditation, interim report and review, and reaccreditation processes. Make certain you have the most current version by downloading a copy from the Council website at: <https://cshse.org>

The most important staff resources in the accreditation/reaccreditation process are the Vice-President of Accreditation and the Board Member-at-Large consultant. Programs can contact the Vice President of Accreditation on issues about the general nature of the accreditation process and the Board Member-at-Large for questions regarding the writing of the Self-study.

Roles of Council Board Members and the Management Association

President - Schedules board review of accreditations/reaccreditations; sends the accreditation certificate and letter to the program contact; participates in the review of self-studies as a lead reviewer.

Vice President of Accreditation (VPA) – Coordinates the Council’s actions regarding accreditation including assigning a Board Member-at-Large consultant, assigning Readers and Site Visitors, consulting with programs and Board Members-at-Large, providing formal and informal feedback on Board actions, posting accreditation dates and decision letters on the CSHSE website, and updating Program and SAI links on the program accreditation webpage.

Board Member-at-Large – Serves as a consultant to the Program throughout the accreditation process and is an advocate for the Program. The Board Member-at-Large is not assigned to accreditation/reaccreditation activities if there is a known affiliation with the Program.

Self-Study Readers – The Self-Study Readers are members of the Board or qualified individuals approved by the Board who independently examine the Self-Study report to determine whether the Program has provided evidence of meeting the Standards (Appendix K). Each Reader is required to submit a written report to the Lead Reader. These reports are due within 45 days of receipt of the Self-Study by all Readers. Readers may request additional information from the Program to the Lead Reader. Self-Study Readers do NOT give feedback directly to Programs. The feedback from Readers is confidential and available only to Board members.

Programs are required to refrain from direct contact with the assigned Readers during the accreditation process.

Site Visitors –The Site Visitors are selected from the Self-Study Readers. The Lead Reader serves as the Lead for the Site Visit. The Lead Site Visitor approves the itinerary prior to the site visit and takes the lead during the site visit. The Site Visitors give an informal report to the Program during an exit interview, but they are not allowed to commit to approval of accreditation or reaccreditation. The Lead Reader compiles all Reader reports and submits an objective formal report of their observations, findings, and recommendations **to the Board**. Once the Lead report has been sent, the Site Visitors are no longer involved in the process. The Board is not bound by the recommendations of the Site Visitors and must consider all reports and evidence. If there are provisions for reaccreditation, the Program should consult with the Board Member-at-Large or Vice President of Accreditation, not the Site Visitors or Readers, regarding the process of addressing any provisions.

ASCENT Management LLC- All membership and accreditation applications, dues, and fees will be processed by the management association. ASCENT will confirm receipt of all applications and fees with the Vice President of Accreditation and Treasurer.

Timeline and Deadlines

Accreditation is a process, and processes take time. The Council Board meets three times a year in February, June, and October to consider accreditation applications and make accreditation decisions. The following timetables are based on the process in relationship to the Board meeting schedule. Deadlines indicate the last date by which the actions must be completed to keep the process on track for consideration at a particular meeting. Programs are encouraged to complete steps earlier to assure consideration and allow for unplanned events.

The initial accreditation timeline is somewhat different from the Interim Report and Review and Reaccreditation. A Program seeking initial accreditation has two years from the date on the accreditation application to complete the Self-Study and site visit. A Program seeking initial accreditation should guide the submission of the Self-Study similar to the timeline for Reaccreditation with a Self-Study. The approval of the initial accreditation can take place at any scheduled Board meeting within the two-year time frame.

Because of the differences in process, the timeline for initial accreditation is triggered by the submission of the application and fee. After initial accreditation, however, the timeline is established by the date of initial accreditation Board review. For example, if your initial accreditation was approved at a June Board meeting, the program should follow the timeline set for a June Board meeting.

Once a program is accredited, a complete Self-Study must be submitted every five years. When a site visit is required, every ten years, the Self-Study must be approved and site visitor fees paid prior to scheduling a site visit.

Three Timelines

- Initial accreditation requires demonstration of compliance in the Self-Study and then followed by a site visit.
- Interim Report and Review occurs 5 years after the initial accreditation and every 10 years thereafter. There are no site visits.
- Reaccreditation with a site visit is required 10 years after initial accreditation and every 10 years thereafter.

Relative Timeline for Initial Accreditation which Requires a Site Visit

- Program submits application for accreditation and fees online or mailed to CSHSE, c/o ASCENT Management, LLC, 3337 Duke St., Alexandria, VA 22314.
- Within 30 days of receiving application and fees, the Vice President of Accreditation sends a Notice to Proceed letter. The Program has 2 years from the date of the accreditation application to complete the accreditation process, including both Self-Study and Site Visit.
- When the Self-Study is completed in compliance with the National Standards and the Council policies for writing the Self-Study narrative, the Program requests the assignment of Readers from the Vice President of Accreditation. Use the table below to follow timeline according to selected CSHSE Board review meeting.
- Within 15 days of the request for Readers, the Vice President of Accreditation will identify available Readers and send a Reader Assignment Form to the Program. The Reader Assignment Form will list names and contact information for all individuals who shall receive the Self-Study document.
- Within 30 days after the receipt of the Reader Assignment Form, the Program mails the Self-Study to all individuals on this form: Assigned Readers, Board Member-at-Large, and VPA. If the Program waits more than 30 days to mail the Self-Study, contact the Vice President of Accreditation for accuracy of the Reader Assignment Form and the time availability to complete the process.
- Readers will submit reader reports to the VPA and Lead Reader within 45 days of receipt. [See Appendix J: Reader and Site Visitor Policy and Procedures]

- The Lead Reader/Site Visitor will notify the VPA if the site visit should proceed or if additional information is needed.
- The VPA will notify the Program to submit required site visit fees and request the Lead Site Visitor to contact the Program for scheduling and planning a site visit itinerary and for traveling assistance OR the VPA will ask the Program to submit additional information before a site visit can be scheduled.
- The VPA will instruct ASCENT to invoice the program \$2,250 per Site Visitor for site visitor expenses. The program will have 45 days from the invoice date to pay CSHSE. Site visits will not be scheduled until this invoice has been paid.
- If the site visit is completed by:
 - a. February 1, the Board will take action at the February meeting.
 - b. June 1, the Board will take action at the June meeting.
 - c. October 1, the Board will take action at the October meeting.
- The Program will receive informal notification of Board action within 10 days after meeting.
- The Program will receive formal notification of Board action within 30 days after meeting

Timeline to Submit Initial Accreditation Self-Study

Initial Accreditation Timeline to submit self-study:	Deadlines for Board Meetings		
	February	June	October
Request assignment of readers and site visitors by VP of Accreditation	Oct. 1	Jan 1	June 1
Mail complete and updated Self-Study to readers (confirm receipt); readers will report to VP Accreditation and Lead Reader with initial assessments of the Self-Study within 45 days of receipt. (See Appendix K: Reader and Site Visitor Policy and Procedures)	Nov 15	Feb 15	July 15
Conduct site visit prior to:	Feb 1	June 1	Oct 1

Timeline for Interim Report and Review

Timeline for Interim Report and Review: No Site Visit 5 years after initial accreditation, and every ten years thereafter.	Deadlines for Board Meetings		
	February	June	October
Submit application and fee no later than:	Aug 15	Nov 15	Apr 15
Request assignment of readers and site visitors by VP of Accreditation	Nov 15	Feb 15	July 15
Mail complete and updated Self-Study to readers (confirm receipt); readers will report to VP Accreditation and Lead Reader with initial assessments of Self-Study within 45 days of receipt. (See Appendix K: Reader and Site Visitor Policy and Procedures)	Dec 1	March 1	Aug 1
Informal notification of Board action after meeting	10 days	10 days	10 days
Formal notification of Board action after meeting	30 days	30 days	30 days

Timeline for Reaccreditation with Site Visit

Reaccreditation Requiring a Site Visit: 10 years after initial accreditation and every 10 years thereafter.	Deadlines for Board Meetings		
	February	June	October
Submit application and fee no later than:	Aug 1	Nov 1	Apr 1

Request assignment of readers and site visitors by VP of Accreditation	Oct. 1	Jan 1	June 1
Mail complete and updated Self-Study to readers (confirm receipt); readers will report to VP Accreditation and Lead Reader with initial assessments of the Self-Study within 45 days of receipt. (See Appendix K: Reader and Site Visitor Policy and Procedures)	Nov 15	Feb 15	July 15
Conduct site visit prior to:	Feb 1	June 1	Oct 1
Informal notification of Board action after meeting	10 days	10 days	10 days
Formal notification of Board action after meeting	30 days	30 days	30 days

Steps in the Accreditation, Interim Report and Review, and Reaccreditation Process

Step 1 Submit the completed Initial Accreditation or Interim Report and Review/Reaccreditation Application and fee to ASCENT Management, LLC.

Note: Consider completing the Curriculum Matrix before applying for initial accreditation. Accreditation is based on the curriculum required for program completion at the time the Self-Study is submitted, not on changes intended or in process. Curriculum changes that require lengthy institutional processes can delay an initial accreditation two-year timeline.

Step 2 Know and follow the accreditation timeline for the Program’s accreditation cycle.

Step 3 Contact the designated Board Member-at-Large consultant.

The Program can consult with the Board Member-at-Large throughout the accreditation process in the following ways: (a) request clarifications regarding the process, the requirements for the Self-Study, and the National Standards and (b) request a review and feedback for a few written sections of the Self-Study.

A Board Member-at-Large cannot be asked to serve as an editor for a Self-Study. The Board Member serves only as a consultant. If a Board Member-at-Large approves work done within the Self-Study, this approval is no guarantee that the program will be accredited by the CSHSE Board.

Step 4 Write the Self-Study.

Allow 3 to 6 months to complete the writing of the Self-Study. This can vary greatly depending on your institutional requirements, whether or not curriculum changes are required, and the amount of time faculty and staff can commit to the process. **All self-studies must be written using the Self-Study template for the appropriate degree level.** The Self-Study template can be downloaded from the website: <https://cshse.org>

Consider this projected time allotment when writing the Self-Study.

Hours	Major Activities
2.0	Formulate budget for accreditation/ reaccreditation and submit to appropriate Institutional departments
6.0	Form Self-Study committee, divide tasks, and meet monthly for updates
7.0	Compose matrix of curriculum illustrating how courses align with accreditation standards; Review course syllabi and course curriculum with faculty, elicit faculty feedback; finalize Matrix
5.0	Review and if needed, develop surveys for students, graduates, employers, and faculty; Collaborate with Institutional Research Office; Compose distribution lists; Distribute surveys, collect data, and analyze data
6.5	Collaborate with Institutional Research office to collect available student achievement indicators, identify and collect student learning outcomes
1.0	Collaborate with Financial Officer to obtain program budget for Program and any additional sites
6.0	Collect information on support services: Library resources, Student Services resources, Technology resources for students, faculty, and staff.
1.0	Accreditation/Reaccreditation application finalized and submitted;
15.0	Phone consultation with faculty; merge all input into narrative; editing; Table of Contents update; cross-

	reference each appendices item with narrative; send email update to committee with progress report
20-25	Write Self-Study narrative (collate committee reports and write in one voice)
7.5	Team reviews Self-Study draft
4.0	Ensure all appendices include documented evidence to verify narrative
3.0	Ensure that all links within the narrative function without passwords, web link to Student Achievement Indicators is included in Standard 4
3.0	Proofread for spelling, grammar. Make sure narrative is written as one voice
8.0	Review narrative revisions with faculty, advisory committee, administrators, finalize Self-Study
3.0	Save Self-Study to flash drives, test links on all flash drives; request readers, mail to readers and verify receipt
98-103 hours	Approximate time to write Self-Study

Step 5 Request Self-Study Readers.

To request Readers, contact the Vice President of Accreditation. This request triggers the beginning of the reader review timeline.

Do not request Readers until you are nearly ready to submit the Self-Study (e.g., 2-3 weeks prior to final completion of Self-Study). If a site visit is required, two of the Readers, one of whom will be the Lead Reader, will also be the Site Visitors.

The VPA assigns a minimum of three Readers who independently read and evaluate the Self-Study. At this time, the Program may request that a specific individual not be assigned as a Reader because of a perceived conflict of interest.

The Program mails the Self-Study directly to each Reader, but has no further contact with the Readers once receipt has been confirmed.

- For Online Programs, at least one Reader will have appropriate experience with distance/online instruction. If a site visit is required, one Site Visitor will have appropriate experience with distance/online instruction (see Appendix D).
- For Institutions/Programs that offer Human Services degrees at more than one level, a separate team of readers, with no less than three readers per Self-Study, will be assigned to evaluate the Self-Study for each degree level. One Reader from each team will be identified as the Lead Reader/Site Visitor (see Appendix D).

Step 6 Submit the Self-Study.

All initial accreditation/reaccreditation self-studies must be submitted electronically. See Appendix F for details about the submission format and the requirements for the appendices/attachments. When the Self-Study is ready to be submitted, the Program mails electronic Self-Study copies directly to the readers at the addresses furnished by the Vice President of Accreditation as follows:

One copy to the Board Member-at-Large

One copy to the Vice President of Accreditation (official Council copy)

One copy to each of the assigned readers

One copy retained by the Program.

A signed original Certification of Self-Study (Appendix G) must be included within the Self-Study. For electronic submissions, a PDF copy of the signed original certification page will satisfy this requirement.

Step 7 Follow-up on Self-Study receipt.

Contact the readers, the Vice President of Accreditation, and the Board Member-at-Large to make certain the Self-Study copies were actually received. The Lead Reader will establish a due date for all reader reports. Readers have 45 days, upon receipt of the Self-Study, to submit reader reports to the Lead Reader and the VPA. From this point forward, the Program will have no direct interaction with the assigned readers. All questions must be directed to the Board Member-at-Large or the Vice President of Accreditation. A site visit is scheduled if a majority of the readers report evidence of sufficient information to proceed. If not, the Lead Reader submits a Request for Additional Information Prior to Board Action to the VPA.

Step 8 Schedule the Site Visit, if required.

Site visits are required at the initial accreditation and every 10 years thereafter.

The Lead Reader will inform the VPA when the Program is approved to proceed with the site visit. Two of the readers, one of whom will be the Lead Reader, will also be the Site Visitors.

The VPA will notify ASCENT Management, LLC, who will invoice the Program for the site visit fees. The program will have 45 days to pay this invoice. The site visit will be scheduled upon receipt of payment. The flat-fee payment covers all expenses incurred by the Site Visitors, including travel to and from airports of departure and arrival, meals, lodging, and incidentals. CSHSE will then reimburse the Site Visitors directly for all travel expenses. Should the site visit not proceed for any reason, the Site Visitor fees will be refunded.

Step 9 Assist Site Visitors with site visit schedule and travel.

The Program works directly with the Lead Reader/Site Visitor to set the dates and itinerary of the site visit, and to assist in travel and lodging arrangements. See Site Visit Itinerary.

- For Online Programs, the site visit should be arranged at a primary location where the suggested itinerary can be completed. Technology may be used as appropriate.
- For Multi-Site Programs, one third of all sites, including the primary site, will be visited. Technology may be used as appropriate.
- For Institutions/Programs that offer Human Services degrees at more than one level, a single site visit will be conducted if self-studies for all degree levels are submitted concurrently. If self-studies are submitted at different times, a separate site visit for each program is required. In addition, the length of the site visit may be extended when an institution seeks concurrent accreditation for two or more degrees.

See Appendix D for policies and procedures for online programs, multi-site programs, and institutions that offer human services degrees at more than one level.

Step 10 Board takes action.

Approval of the accreditation is a Board decision. The Board will take action on the Initial Accreditation, Interim Report and Review, or Reaccreditation at the appropriate Board Meeting (see Timelines and Deadlines) based upon the Lead Reader report (a compilation of all reader reports evaluating the Self-Study, Site Visitor reports, and Policies and Procedures of the Board).

See Appendix I CSHSE Policy for Board Accreditation/Reaccreditation Decisions for details of the actions that can be taken by the Board.

Step 11 Council notifies the Program.

On behalf of the Council, the Vice-President of Accreditation notifies the Program of the action taken by the Board and of any conditions related to the decision. A link to the decision letter is also posted on the CSHSE website. When accreditation has been approved, the President sends a congratulatory letter and certificate of accreditation. If a program does not agree with a CSHSE Board action/decision, it has the right to ask for reconsideration through an appeals process. Note: A copy of the VPA accreditation letter must be included in the subsequent Self-Study. See Appendix L, Appeals Policy and Procedures, for information on how to appeal a CSHSE Board decision.

Budget: Suggestions and Considerations

The following is intended as a worksheet for developing a budget for the accreditation process. All fees should be checked on the website for current rates. The worksheet is not to be exhaustive; there may be additional expenses.

Description	Allow
Membership—annual dues	
Accreditation application fees (NOTE: for Multiple sites with the same curriculum: add current fee for each additional site. For Multiple degree levels, submit accreditation fee for each degree level.)	
Postage costs to mail electronic copies of Self-Study (Board Member-at-Large, VPA, and Readers)	
Site Visitor- flat fee paid to CSHSE c/o ASCENT Management LLC	
Miscellaneous expenses (release time, USB flash drives, etc.)	
Estimated total cost	

Section IV: Writing the Self-Study

National Standards

Before writing the Self-Study, it may be helpful to consider the organization of the Standards themselves. An outline of the Standards provides both an overview of the content and a framework for conceptualizing and organizing the Self-Study. There are separate Standards for each degree level that the CSHSE accredits: Associate, Baccalaureate, and Master's. The Standards are separated into two major categories: program and curriculum. There is a total of 20 Standards for the Associate Degree level, 21 Standards for the Baccalaureate Degree level and 18 Standards for the Master's Degree level. The *Program Standards* are related to the operation, policies, and procedures of the Program. The *Curriculum Standards* are related to the coursework that defines the knowledge, theory, skills, and Field Experience requirements. An outline of the National Standards follows.

General Program Characteristics for Associate and Baccalaureate Degree Levels

Standard 1 Institutional Requirements and Primary Program Objective

Standard 2 Philosophical Base of Programs

Standard 3 Community Assessment

Standard 4 Program Evaluation

Standard 5 Policies and Procedures for Admitting, Retaining, and Dismissing Students

Standard 6 Credentials of Human Services Faculty

Standard 7 Personnel Roles, Responsibilities, and Evaluation

Standard 8 Cultural Competence

Standard 9 Program Support

Standard 10 Evaluation of Transfer Credits and Prior Learning

General Program Characteristics for Master's Degree Level

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 for the Associate and Baccalaureate Degree Levels

A. Knowledge, Theory, Skills, and Values

- Standard 11 History
- Standard 12 Human Systems
- Standard 13 Human Service Delivery Systems
- Standard 14 Information Literacy
- Standard 15 Program Planning and Evaluation
- Standard 16 Client Interventions and Strategies
- Standard 17 Interpersonal Communication
- Standard 18 Client-Related Values and Attitudes (Associate Degree Only)
- Standard 18 Administrative (Baccalaureate Degree only)
- Standard 19 Client-Related Values (Baccalaureate Degree Only)
- Standard 19 Self-Development (Associate Degree Only)
- Standard 20 Self-Development (Baccalaureate Degree)

B. Field Experience

- Standard 20 (Associate Degree)
- Standard 21 (Baccalaureate Degree)

Curriculum for the Master's Degree Level

A. 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

General Guidelines for Writing the Self-Study

The Self-Study is a report of what is currently true. Intent to comply does not suffice to demonstrate compliance. You must disclose anything required by the Standards or Specifications that is missing. If the omission is intentional, provide a rationale for the Board's consideration.

It is of utmost importance that navigation between the Self-Study and the supporting documents be direct, i.e., supporting documentation must be linked (embedded or external) within the self-study narrative.

The CSHSE Board has approved Self-Study templates for each degree level. The Program is required to complete the Self-Study narrative by using the appropriate degree level template. The templates and the accompanying Matrix Illustrating Relationship of Required Courses to Curriculum Standards can be downloaded from the CSHSE website at <https://cshse.org>

Instructions are embedded in the template for the Required Self-Study Introductory Information and for each Standard and its Specifications.

Electronic submission is required for all Initial Accreditation, Interim Report and Review, and Reaccreditation Self-Studies See Appendix F, Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies, for the specific requirements.

Preparing for Writing the Self-Study

A. Create a Self-Study Committee

1. Working with a committee can lessen the individual workload, provide multiple perspectives, and ensure the integrity of the Self-Study process and report. Additionally, engagement of committee members assures a high level of investment in the continued meeting of program and

curricular standards. Consider including members from some or all of the following groups: full and part-time faculty who teach in the program, Field Placement Supervisors, members of your Advisory Committee, program alumni, and students currently enrolled in the Program.

2. Set up a schedule of regular meetings.
3. With input from committee members
 - Review and come to a common understanding of the standards and the Self-Study process,
 - Assess your program's current compliance with each of the standards, and
 - Develop a plan and timeline both for bringing your program into compliance with all of the standards, and for writing the Self-Study itself.

B. Develop a *Matrix (curriculum map) of Required Courses Matched to Standards* for your program

1. Download a blank matrix at the appropriate degree level from the CSHSE website at <https://cshse.org>. This matrix drives completion of the Self-Study narrative in relationship to curriculum and should be done early in the Self-Study writing process.
2. The Matrix is a curriculum map that is designed as a graphic index to help Programs, Self-Study Readers, and Site Visitors identify where Standards are met within the Program curriculum. The Matrix illustrates where and to what degree each Specification is met in the curriculum and identifies any Specifications that are not met. **Remember:** The Matrix must include all required courses that contribute to compliance with the Curriculum Standards and their Specifications **and** that are required by all program graduates. Electives should not be included.
3. If the curriculum might need modification to meet all Standards and Specifications, it is important to map the curriculum early in the Self-Study process in order to complete the Self-Study in a timely manner. Consult with the Board Member-at-Large or Vice President of Accreditation if clarification is needed.
4. The Matrix must follow the format of the curriculum map prescribed by the CSHSE. A matrix, similar to the following example, must be prepared and included in the Self-Study. Each Specification must be evaluated in terms of the courses that address the content of the Specification and the depth at which the Specification is addressed. This legend must be used in the matrix to identify type of content (knowledge, theory, and skills) and the depth or emphasis.

Type of Course Content	Depth or Emphasis of Coverage
I = Introduction of topic	L = Low
T = Theory covered	M = Moderate
K = knowledge base	H = Heavy
S = skills practice or field experience	

Since this is an example, only the first Standard at the associate level has been included. Programs are expected to include all of the Standards and Specifications relevant to the level of degree. If there is no content in a particular course related to the Specification, leave the cell blank.

Required Course #s	HS###	HS## #	HS###	HS###	HS###	HS###
Standard 11: The curriculum shall include the historical development of human services.						
Associate:						
The historical roots of human services as a discipline and profession	K/H			K/M		
Historical and current legislation affecting human service delivery	K/H					

How public and private attitudes influence legislation and the interpretation of policies related to human services	I/M		K/H			
The broader sociopolitical issues that affect human service systems	I/L		K/M			T/H

5. **The Matrix must include all required courses which contribute to compliance with the Curriculum Standards and their Specifications and are required for all students in the program. NOTE:** A program may have one or more specialty options or concentrations in which some students are required to take courses different from the core courses required of other students. In all cases, the program must provide a listing of the core courses in the Matrix, and a corresponding narrative, that assures that **all** Curriculum Standards and Specifications are met within all the required core courses for each student graduating from the program.
 6. **The Matrix, Self-Study narrative and syllabi must be congruent; i.e., the courses on the Matrix must match those identified and described in the narrative, and a syllabus for each required course must be attached in the appendices.** The narrative must describe how the details of the syllabi address the relevant Standard(s) and Specification(s).
 7. Identify the course numbers on the top row of the Curriculum Matrix.
 8. Have faculty members who teach courses required by the program provide information concerning the Standards and Specifications addressed in each course.
 9. Identify Standards or Specifications not addressed in any course.
 10. Using feedback from teaching faculty and your Self-Study Committee, revise the curriculum (course descriptions, syllabi, brochures, institutional catalog, etc.) to meet all Standards and Specifications. Accreditation is based on the curriculum offered and documented at the time the Self-Study is submitted.
- E. Gather documents that support, verify, and provide evidence of compliance with each standard.**
1. Prepare an electronic folder for each standard to organize your work.
 2. Place the appropriate supportive documentation for each standard in the appropriate folder.
 3. Identify what is missing or needs to be added to each folder. Have a mechanism for checking off each missing item as it is added to the folder.

4. Include documents necessary to support claims in the narrative as required by the Standards and Specifications, i.e., syllabi for all required courses, curriculum vita for each faculty, student handbook, field placement manual, college catalog, and others.
5. Include notes, thoughts, comments, advice, etc., that have come from you, your faculty, administration, and members of your Self-Study Committee concerning what to include in the narrative and appendices of the Self-Study.

Writing the Self-Study

1. Use the Self-Study Template appropriate to the degree level to write the Self-Study. Download the template appropriate to the degree level of your program from the CSHSE website. Identify and address each of the Specifications for a Standard within the template. The template has a “response” section following each Specification for each Standard.
2. Writing should take the Readers on a well-defined and documented journey through the details of the program. The Self-Study is a report of what is currently true. Intent to comply or future plans do not suffice to demonstrate compliance. It should be clear, written in one voice, and proofread for spelling and grammar. All external links and embedded links should function.
3. There are four essential components to a Self-Study: Certificate Page, Matrix, Self-Study narrative; and Appendices of documents. Readers will be looking for congruency between the matrix and the narrative for the Curriculum Standards, and for documents that verify compliance statements for all Standards.
4. Each degree level template includes an introduction section in which the Program describes the organization of the program within the context of the institution. 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. The following introductory information is required when seeking accreditation:

Required Introductory Material: General Introduction to the Program

- Include a **Certificate Page**: The signed Certificate validates that the program’s submission for accreditation is approved by the institution’s

administration. This page must be included at the very beginning of the Self-Study, 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. The format for this page is in Appendix G.

- **Specify the degree(s) offered for which accreditation is being sought.**
- **Describe the institution.**
 - a. Describe the organizational structure, whether state or private, age of institution, brief history, and so on.
 - 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.
- **Describe the Program**
 - a. Briefly describe the strengths of the Program and any attributes that make the Program unique.
 - b. Describe institutional course requirements for all students and explain how they prepare students for study in the human services program. For example, describe general education or liberal arts requirements of the institution.
 - 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.
- **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.
 - b. Describe any major program changes since the prior accreditation.
 - c. Describe any major curriculum changes since the prior accreditation.
- **If the Program is delivered at multiple sites,**
 - a. For each site:
 - Describe the location (s), both physical or virtual, and any unique characteristics.

- Identify the faculty, directors, and staff at each site.
 - Describe the student population at each site.
- b. Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites.
- **Hybrid/Online course delivery: If more than 50% of required human service courses are offered in a hybrid/online format, the program must:**
 - Document department/institution policy on how they assure that students enrolled in the program or course(s) are who they say they are.
 - Demonstrate that common learning outcomes/objectives exist for both face- to- face and hybrid/online delivery.
 - Provide documentation that the program provides adequate technical training and support for students and faculty.
 - **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.**
5. Pages in the narrative and all attachments/appendices must be numbered.
 6. The narrative should include a Table of Contents that includes all Attachments/Appendices.
 7. Navigation between the Self-Study narrative and supporting documents must be direct. Documentation must be linked (embedded or external) within the self-study narrative and with an easy return to the same place in the narrative.
 8. All electronic documents must be in PDF format. Attachments/appendices located on college or university websites, such as catalogs and student handbooks, must be downloaded and submitted in PDF format or must be linked with an active URL that is not password protected.
 8. Self-Study Readers are volunteers. They evaluate your Self-Study as a service to the field of human services. Exhibit your respect and appreciation by producing a document that is user-friendly and easily navigable.
 9. Write the narrative in such a way to make your program “come alive” to the reader.
 - a. Introduce your program to the reader by including information that is pertinent to an understanding of the Program by addressing each detail outlined in the Required Self-Study Introductory Information.

- b. The narrative must persuade the reader that each Standard and Specification has been met. Invite the reader to interpret the evidence in the most favorable light for your program.
 - c. Use a consistent style and format in your narrative for explaining compliance with each Standard and Specifications. Edit for proper format, spelling and grammar.
 - d. Appendices must be referenced in the narrative to provide evidence of compliance with the standards. Clearly indicate where referenced information is located in appendices (e.g., active links, tab references, page numbers, document names, etc.) and how the reader is to interpret the information.
 - e. Remember to include a Glossary of Terms as they are used in the Program and Self-Study. Include terms that may have different meanings in other settings. Define or explain all terms, acronyms, or phrases unique to your Self-Study.
10. Demonstrate compliance with each Standard/Specification
- a. Explain specifically and concisely how your program currently complies with each Standard and all of its associated Specifications.
 - b. The Matrix aligns the standards to specific courses. For curriculum standards, there must be congruence between the narrative, matrix, and syllabi.
 - c. The narrative describes how the curriculum standards are met in the Program courses. This is done by highlighting lectures, assignments, projects, class-activities, and assessments appearing in syllabi that address particular Standards and Specifications.
 - d. The explanation of how your program complies must always include reference(s) to a specific appendix or source where the reader can find evidence to verify your claim(s). If the highlighted assignment, project or activity is not included in the course syllabus, include it in an appendix.

11. Curriculum Standards

- 1. When responding to the curriculum standards, include in the narrative only those core courses on the Matrix that all students are required to complete and are most representative of compliance to the Curriculum Standards. For example:

Standard #xx
Specification a.
Response:

<p>Course #1: Explain how this course addresses this Specification.</p> <p>At the completion of the explanation state:</p> <p>Found in: Provide link to course Syllabus</p> <p>Assessment Tool(s): direct reader to appropriate reference in Syllabus, i.e., specific course objectives, exams, assignments, specific chapter in course textbook, etc.</p> <p>Course #2: Explain how this course addresses this Specification</p> <p>At the completion of the explanation state:</p> <p>Found in: Provide link to course Syllabus</p> <p>Assessment Tools (s): direct reader to appropriate reference in Syllabus, i.e., specific course objectives, exams, assignments, specific chapter in course textbook, etc.</p> <p>Course #3 and so on</p>
<p>Specification b (follow same format as above)</p>

Example Format for a Curriculum Standard and Specification

<p>Example of a Curriculum Standard Response</p>
<p>3. Human Services Delivery Systems</p>
<p><i>Context:</i> 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.</p>
<p>Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.</p>
<p>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.]</p>
<p>Demonstrate how the following are included as a major emphasis of the curriculum:</p>

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> <p>Found in: HS 101 Master Syllabus</p> <p>Assessment Tools: Volunteer Reflection Paper and Human Service Agency Paper and Presentation</p> <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 that are typically exemplified by human and social service organizations. Students also learn about the organizational differences between public, nonprofit, and private agencies. The reading is reinforced with an online voice over PowerPoint lecture.</p> <p>Found in: HS 220 Master Syllabus and D2L Platform</p> <p>Assessment Tool: Exam</p> <p>HS 295-Advanced Internship (NP) In the course seminar students are exposed to a range of human service delivery systems and organizations as they share their internship experiences in class. Additionally, through the poster presentation assignment, they share the characteristics of the individual human service organizations (HSO).</p> <p>Found in: HS 295 (NP) Master Syllabus and D2L Platform</p> <p>Assessment Tools: Agency Profile Assignment (Written and Oral), Competency Log, and Site/Field Supervisor Evaluation</p>
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<p>b OR.</p>	<p>The range of populations served and needs addressed by human services.</p> <p>Response:</p> <p>The introductory course, HS 101 Overview of Human Services, familiarizes students with a range of populations served and needs addressed by human service professionals. This class is replete with examples of populations in need of human services. Videos on Poverty and Homelessness are shown to students. Class lectures focus on mental illness and immigration. Students discuss the various at-risk populations in class. Students create a local community resource guide for a designated population. Within HS 135-Cultural Competence students are required to master an understanding of the range of populations served and needs addressed by human services professionals through completion of a book review, a community analysis paper, and through a group project on developing an agency.</p> <p>Links:</p> <p>HS 101 course syllabus</p> <p>HS 135 course syllabus</p> <p>Appendix V Special Assignments (see “Knowing Your Community”, “Building a Community”, “Agency Overcome”</p>
<p>Readers’ Perspective</p>	<p>The writing style varies based upon the individual writer. The writer must be clear in the description and provide evidence that verifies the content of the narrative.</p> <p>The Self-Study Readers can only verify compliance with the Standard and Specification when the narrative clearly aligns the courses listed in the Matrix with the Standard Specification and demonstrates compliance with specific documentation that demonstrates student learning or program compliance.</p>

12. Complete the Self-Study Completion Checklist

- This assures that all sections of your Self-Study are completed in accordance with the guidelines.
- The Self-Study Completion checklist is included in Appendix E.

13. Common Errors in Writing a Self-Study

- Failure to include Certification of Self-Study page (See Appendix G).
- Failure to include the Required Introductory Information.

- Failure to assure congruence between the courses identified on the Matrix and the course described in the narrative for the Curriculum Standards.
- Failure to identify and address all Specifications for each Standard in the narrative
- Failure to be sufficiently specific in describing compliance with a Standard and its Specifications.
- The Self-Study is not organized in a user-friendly manner: the reader has to search for information and/or navigation between the Self-Study and supporting documents is difficult.
- Sections are not clearly identified or linked.
- Documents are missing; i.e., curriculum matrix, syllabi, advisory committee minutes, field placement manuals, student handbooks, forms such as evaluation forms and learning contracts, college catalog, etc.
- The format for the narrative portion is not consistent throughout.
- The narrative has not been sufficiently edited for spelling and grammatical errors. Errors distract readers from the content.
- Narrative does not guide the reader in interpreting evidence provided in the appendices.
- Pages in the narrative or multipage documents are not numbered.
- Data is inconsistently referenced throughout the Self-Study. For example, the number of females in the program may be one number in the narrative and another number in the Appendix (e.g., in the college catalog).
- The narrative lacks sufficient data to support compliance with the Standards so that the reader is asked to assume compliance without sufficient information.
- Compliance statements lack specificity and do not explain how a program complies.

14. Electronic submission of Self-Study Narrative (Appendix F).

- The Self-Study narrative and all appendices/attachments must be submitted on a Flash Drive to all contacts on the Reader Assignment Form.

Section V: Site Visit Guidelines

Site Visit Process

The purpose of the Site Visit is to gather information that corroborates the Self-Study and to verify, clarify and amplify the program's compliance with the National Standards. A Site Visit is required for the initial accreditation and every 10 years thereafter. The Self-Study must be approved as sufficient and complete before a site visit is scheduled (See Appendix J: Reader and Site Visitor Policy and Procedures).

The Vice President of Accreditation assigns readers to independently review the Self-Study. Two of the readers will be identified as Site Visitors. The VPA will initiate the process of a site visit by contacting the Program after receipt of a Lead Reader report indicating that the self-study is sufficient and warrants the next step of the accreditation process.

Site Visitors are volunteers who donate their time as service to education and the field of human services. Site visits involve a two to three-day commitment of time. The tips below will assist you in planning and providing a comfortable and rewarding experience for all.

Note: Please refer to Appendix D: CSHSE Policies Relating to Online Programs, Multi-Site Programs, and Institutions/Programs that offer more than one degree level in Human Services, for specific guidelines relating to site visits.

Tips for a Successful Site Visit

- Site Visitor expenses will be covered by the \$2,250 per Site Visitor fee submitted to CSHSE. The Institution will be invoiced for the site visit fee and payment must be made before the site visit.
- Assist the Site Visitors with travel and locating lodging arrangements. The Site Visitors will submit incurred costs for travel, lodging, and meals directly to CSHSE.
 - Programs should advise the Site Visitors of a logistically appropriate hotel. Hotel accommodations should be clean and meet Site Visitor needs including:
 - A restaurant or coffee shop should be available in the hotel or nearby. Site Visitors have dinner on their own at the end of Day 2, so consider what restaurants are available within walking distance.
 - Site Visitors require quiet space that assures confidentiality in which to meet and work together. Ask the Lead Site Visitor what will meet their needs.
 - High speed Internet should be included at the place of lodging.

- Site Visitors are not paid for their services, and it is recommended that they be accommodated as valued guests who donate their time and energy to confirming and enhancing the quality of the Program.
- A site visit will not be conducted until ASCENT Management LLC has informed the VPA that site visitor fees have been received.
- Provide Site Visitors with a detailed itinerary before the site visit, including the names and titles of all those expected to attend each meeting.
- Don't over-coach participants or over-stage meetings. Site Visitors are there to confirm and affirm the Self- Study Report and availability of resources.
- The following is a suggested site visit itinerary that the Program and Lead Reader may use to initiate discussion for the Program's site visit itinerary. The Program should work with the Lead Site Visitor to make any necessary modifications to the itinerary. The Program requesting a site visit and the Lead Site Visitor should agree upon the exact itinerary prior to the arrival of the Site Visitors.

Sample Schedule

Contact person:

Site Visitors Arrive Afternoon/Evening – DAY 1	
Lodging: Address: Phone: Dinner first night (optional) Site Visitors will be responsible for their own meal expenses. Attendees:	
DAY 2:	
Meeting #1 30 Minutes 9:00 – 9:30 Room	Meet with Administration: President, Chief Academic Officer(s) Attendees: <ul style="list-style-type: none"> ● Introductions ● Council background information ● Site Visit process ● Questions and answers
Meeting #2 90 Minutes 9:45 – 11:15 Room	Initial meeting with faculty and staff Faculty and Staff: <ul style="list-style-type: none"> ● Explain the Site Visit process. ● Make any necessary adjustments to the itinerary. ● Address specific questions gathered from readers assigned to the Self-Study. Discuss questions related to specific Standards. ● Discuss general questions put forth by the Council based on catalog, etc.
Meeting #3	Visit Library, Technology Centers, Educational Labs Librarian: <ul style="list-style-type: none"> ● Introductions

45 Minutes 11:30 – 12:15 Room	<ul style="list-style-type: none"> ● Examine holdings ● Review how program accesses media materials ● Recent Program acquisitions. ● Does faculty give library assignments ● Students' use of the library ● Librarian issues or compliments regarding the program ● Integration of technology into teaching and learning ● Accessibility of other resources <p>If the program offers more than 50% of courses in an online or hybrid format, a meeting with the Instructional Technology department must be added to the schedule.</p> <p>Build in a lunch break for site visitors.</p>
Meeting #4 60 minutes 12:45 - 1:45 Room	<p>Meet with students/recent graduates informally (Program personnel not present) Meet with students and recent graduates</p> <ul style="list-style-type: none"> ● Introductions ● Students will be asked what they would like to change, and why; what they never hope to change and why, and for general information about courses, fieldwork, advising, grading, and faculty availability.
Meeting #5 120 Minutes 2:00 – 4:00 Field Site	<p>1st field placement site visit: <i>Field Placement Coordinator, Agency Rep:</i></p> <ul style="list-style-type: none"> ● How placements are determined ● How learning objectives are determined ● How students are evaluated ● How problems are handled ● Faculty site visits: who is included, how often, who sets agenda, and observation
Meeting #6 60 Minutes 4:30 – 5:30 Room	<p>Meet with advisory board members and other college personnel as determined by site. <i>Attendees:</i></p> <ul style="list-style-type: none"> ● Frequency of meetings ● How the committee advocates for the program. <i>Provide examples.</i> ● How they perceive their input to the program. ● What they see as the strengths and limitations of the program. ● Identify suggestions the Advisory Committee made to the Program and the outcomes.
Meeting #7 Evening	<p>Site visitors return to lodging to confer. WORKING DINNER. Provide visitors with suggested restaurants.</p>
DAY 3:	
	Breakfast
	Check out of hotel
Meeting #8 45 Minutes	<p>2nd field placement site visit: <i>Field Placement Coordinator, Agency Rep:</i></p>

9:00 – 9:45 am Site	
Meeting #9 15 Minutes 10:00 – 10:15	Site Visitors meet alone to prepare for next two meetings
Meeting #10 45 Minutes 10:15 – 11:00	Site Visitors meet with faculty and staff <i>Faculty attendees:</i> <ul style="list-style-type: none"> ● Go over list of strengths ● Present areas of concerns (if any) ● Request any further information they feel the Board may need to consider. This does not preclude the Board from requesting additional information after their next board meeting.
Meeting #11 30 Minutes 11:00 – 11:30	Site Visitors meet with President, Chief Academic Officer(s), Dean, Department Chair/Program Chair <i>Attendees:</i> <ul style="list-style-type: none"> ● Overview of accreditation process and work involved in Self-Study ● Strengths of program ● Concerns (if any) ● Express appreciation for college support of human services program

- Checklist for Site Visit Arrangement

Assigned to	Item	Completed by
	Persons involved in each meeting have been notified, have reserved times, and know where the meeting will be held.	
	Meeting spaces have been secured.	
	Optional: Dinner arrangements have been made for the night prior to the first day of the site visit.	
	The itinerary has been finalized and copies emailed to Site Visitors (also provide printed copies upon arrival).	
	Even the best of plans can be thrown off by late flight arrivals, sudden illnesses, traffic problems, or other extenuating circumstances. Be sure that phone numbers have been exchanged so that emergency situations can be handled.	

	Day 1: Arrangements for pick-up at hotel or travel from hotel have been made. Site Visitors know where the first meeting will be held.	
	Day 1: Provide Site Visitors with recommendations for dinner.	
	Day 2: Arrangements for pick-up at hotel or travel from hotel have been made. Site Visitors know where first meeting will be held.	
	If Site Visitors are leaving after the last meeting on Day 2, they will check out of their hotel in the morning. Make certain that whoever is picking them up at the hotel has room for luggage and that there is a secure place to store the luggage during the day.	
	Day 2: Arrangements for transportation of Site Visitors back to the hotel or to airport have been made.	

Section VI. Appendices

Appendix A Associate Degree Standards

Council for Standards in Human Service Education

NATIONAL STANDARDS

ASSOCIATE DEGREE IN HUMAN SERVICES

<https://cshse.org>

Revised July 2022

I. GENERAL PROGRAM CHARACTERISTICS

A. Institutional Requirements and Primary Program Objective

Context: 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.	
a.	The program is part of a degree granting college or university that is regionally accredited.
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).
c.	Articulate how students are informed of the curricular and program expectations and requirements prior to admission.
d.	Provide a brief history of the program.
e.	Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.

f.	Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).
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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.	
a.	Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.
b.	Include a mission statement for the program.
c.	Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.)
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, systems theory, change theory, etc.).
e.	Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.
f.	<p>Provide a matrix mapping the curriculum Standards (11-20) 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.</p> <p><i>NOTE: The Matrix must include required courses for all students that contribute to compliance with the Curriculum Standards and their Specifications. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.</i></p>

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 periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.	
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).
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.),
	1. Minutes of advisory committee meetings from the last two years
	2. A narrative or table of how the committee interfaces with the program in relationship to specific issues.
c.	Describe other mechanisms, if any, used to respond to changing needs in the human services field.

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 field.

a.	<p>The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following:</p> <ol style="list-style-type: none"> 1. Measurable student learning outcomes
	<ol style="list-style-type: none"> 2. Assessment plan
	<ol style="list-style-type: none"> 3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.
	<ol style="list-style-type: none"> 4. A description of how the evaluation may or may not have resulted in any change.
b.	<p>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:</p> <ol style="list-style-type: none"> 1. A history of program evaluations
	<ol style="list-style-type: none"> 2. A description of the methodology
	<ol style="list-style-type: none"> 3. A summative analysis of the most recent evaluation
	<ol style="list-style-type: none"> 4. A description of how and in what way the evaluation resulted in any change.
c.	<p>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:</p> <ol style="list-style-type: none"> 1. An active link to student achievement indicators on the Program’s website.
	<ol style="list-style-type: none"> 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)

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

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

Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.	
a.	Provide documentation of policies regarding the selection and admission of students.
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.
c.	Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.
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.

F. Credentials of Human Services Faculty

Context: Human services 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 and clinical/practical experience in the delivery of human services to clients.	
a.	<p>Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:</p> <ol style="list-style-type: none"> 1. Faculty have education in various disciplines and experience in human services or related fields 2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master’s degree.

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.	
a.	Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.
b.	Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. Provide the following: A brief description of how the essential roles are fulfilled in the program A table matching faculty and staff positions and names with these roles.
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.
d.	Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.
e.	Describe how faculty and staff are provided opportunities for relevant professional development.

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.

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: <ul style="list-style-type: none"> 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.

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.	
a.	Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program. :
b.	Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.
c.	Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.
d.	Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.
e.	Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

J. Evaluation of Transfer Credits and Prior Learning

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

Standard 10: Each program shall articulate the policies and procedures for the transfer of credits and the evaluation of prior learning.	
a.	Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning. When a course originates in a program that is not accredited by the council, the policies and procedures must include a review and approval by the faculty of the CSHSE accredited program as acceptable transfer for credit in a documented process.
b.	Describe how students receive this information.

II. CURRICULUM: ASSOCIATE DEGREE

A. Knowledge, Theory, Skills, and Values

1. History

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.

Standard 11: The curriculum shall include the historical development of human services.	
a.	The historical roots of human services as a discipline and profession.
b.	Historical and current legislation affecting human service delivery.
c.	How public and private attitudes influence legislation and the interpretation of policies related to human services.
d.	The broader sociopolitical issues that affect human service systems

2. Human Systems

Context: The human services professional must demonstrate 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.	
a.	Theories of human development.
b.	Small groups:
	1. Overview of how small groups are used in human services settings.
	2. Theories of group dynamics
	3. Group facilitation skills.
c.	Changing family structures and roles.
d.	An introduction to the organizational structures of communities.
e.	An understanding of the capacities, limitations, and resiliency of human systems.
f.	Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

3. Human Service 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.	
a.	The range and characteristics of human services delivery systems and organizations.
b.	The range of populations served and needs addressed by human services.
c.	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

4. Information Literacy

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

Standard 14: The curriculum shall provide knowledge and skills in information literacy.	
a.	Obtain, synthesize, and clearly report information from various sources.
b.	Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.
c.	Upholding confidentiality and using appropriate means to share information.
d.	Using technology to locate, evaluate, and disseminate information.

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 and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.	
a.	Knowledge and skills to analyze and assess the needs of clients or client groups.:
b.	Skills to develop goals, and design and implement a plan of action.:
c.	Skills to evaluate the outcomes of the plan and the impact on the client or client group.

6. Client Interventions and Strategies

Context: Human service professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.
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a.	Theory and knowledge bases of prevention, intervention, and maintenance strategies.
b.	Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.
c.	Knowledge and skill development in
	1. Case Management:
	a. Intake interviewing
	b. Helping skills
	c. Identification and use of appropriate resources and referrals
	2. Group facilitation
	3. Use of consultation.

7. Interpersonal Communication

Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.	
a.	Clarifying expectations.
b.	Dealing effectively with conflict.
c.	Establishing rapport with clients.
d.	Developing and sustaining behaviors that are congruent with the values and ethics of the profession.

8. Client-Related Values and Attitudes

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.	
a.	The least intrusive intervention in the least restrictive environment.
b.	Client self-determination.
c.	Confidentiality of information.
d.	The worth and uniqueness of the individual including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
e.	Belief that individuals, services systems, and society can change.
f.	Interdisciplinary team approaches to problem solving.
g.	Appropriate professional boundaries.
h.	Integration of the ethical standards outlined by the National Organization for Human Services (NOHS) and the Council for Standards in Human Service Education (available at https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals)

9. Self-Development

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 19: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.	
a.	Conscious use of self.
b.	Clarification of personal and professional values.
c.	Awareness of diversity.
d.	Strategies for self-care.

e.	Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).
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B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human service setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

<u>Standard 20:</u> The program shall provide field experience that is integrated with the curriculum.	
a.	Provide a brief description of the overall process and structure of the fieldwork learning experience.
b.	Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
c.	Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
d.	Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
e.	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.
f.	Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.
g.	Provide evidence that required field experience is no less than 250 clock hours.
h.	Demonstrate how the field experience provides the student an opportunity to progress from: <ol style="list-style-type: none"> 1. Observation to 2. Directly supervised client contact to 3. Indirectly supervised client contact.
i.	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.

j.	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.
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Appendix B Baccalaureate Degree Standards

Council for Standards in Human Service Education

NATIONAL STANDARDS

BACCALAUREATE DEGREE IN HUMAN SERVICES

<http://www.cshse.org>

Revised July 2020

I. GENERAL PROGRAM CHARACTERISTICS

A. Institutional Requirements and Primary Program Objective

Context: 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.

a.	The program is part of a degree granting college or university that is regionally accredited.
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).
c.	Articulate how students are informed of the curricular and program expectations and requirements prior to admission.
d.	Provide a brief history of the program.
e.	Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.
f.	Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).

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.	
	Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.
	Include a mission statement for the program.
	Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.)
	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, systems theory, change theory, etc.).
	Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.
	Provide a matrix mapping the curriculum Standards (11-20) 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. <i>NOTE: The Matrix must include required courses for all students that contribute to compliance with the Curriculum Standards and their Specifications. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.</i>

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 periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.
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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).
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: <ol style="list-style-type: none"> 1. A detailed description of the membership of the Advisory Committee (e.g., names, agencies, roles, relationship to program, etc.), 2. Minutes of advisory committee meetings from the last two years 3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.
c	Describe other mechanisms, if any, used to respond to changing needs in the human services field.

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 field.	
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: <ol style="list-style-type: none"> 1. Measurable student learning outcomes 2. Assessment plan 3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc. 4. A description of how the evaluation may or may not have resulted in any change

b.	<p>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:</p> <ol style="list-style-type: none"> 1. A history of program evaluations
	<ol style="list-style-type: none"> 2. A description of the methodology
	<ol style="list-style-type: none"> 3. A summative analysis of the most recent evaluation
	<ol style="list-style-type: none"> 4. A description of how and in what way the evaluation resulted in any change.
c.	<p>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:</p> <ol style="list-style-type: none"> 1. An active link to student achievement indicators on the Program’s website.
	<ol style="list-style-type: none"> 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)

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

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

<p>Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.</p>	
a.	<p>Provide documentation of policies regarding the selection and admission of students.</p>
b.	<p>Provide documentation of policies and procedures for referring students for personal and academic assistance. These policies must be consistent with the institution’s policies.</p>

c.	Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.
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.

F. Credentials of Human Services Faculty

Context: Human services 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 and clinical/practical experience in the delivery of human services to clients.	
a.	<p>Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:</p> <ol style="list-style-type: none"> 1. Faculty have education in various disciplines and experience in human services or related fields 2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master’s degree.

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.	
a.	Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.

b.	Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. Provide the following: <ol style="list-style-type: none"> 1. A brief description of how the essential roles are fulfilled in the program 2. A table matching faculty and staff positions and names with these roles.
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.
d.	Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.
e.	Describe how faculty and staff are provided opportunities for relevant professional development.

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.

Standard 8: The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.	
a.	Demonstrate how the program <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.

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.	
a.	Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.
b.	Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.
c.	Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.
d.	Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.
e.	Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

J. Evaluation of Transfer Credits and Prior Learning

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

Standard 10: Each program shall articulate the policies and procedures for the transfer of credits and the evaluation of prior learning.	
a.	Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning. When a course originates in a program that is not accredited by the council, the policies and procedures must include a review and approval by the faculty of the CSHSE accredited program as acceptable transfer for credit in a documented process.
b.	Describe how students receive this information.

II. CURRICULUM: BACCALAUREATE DEGREE

A. Knowledge, Theory, Skills, and Values

1. History

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.

Standard 11: The curriculum shall include the historical development of human services.

a.	The historical roots of human services as a discipline and profession.
b.	Historical and current legislation affecting human service delivery.
c.	How public and private attitudes influence legislation and the interpretation of policies related to human services.
d.	The broader sociopolitical issues that affect human service systems.

2. Human Systems

Context: The human services professional must demonstrate 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.

a.	Theories of human development.
b.	Small groups: <ol style="list-style-type: none">1. Overview of how small groups are used in human services settings2. Theories of group dynamics3. Group facilitation skills.
c.	Changing family structures and roles.

d.	An introduction to the organizational structures of communities.
e.	An understanding of the capacities, limitations, and resiliency of human systems.
f.	Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.
g.	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.
h.	Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.
3. Human Service Delivery Systems	
<i>Context:</i> 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.	
<u>Standard 13:</u> The curriculum shall address the scope of conditions that promote or inhibit human functioning.	
a.	The range and characteristics of human service delivery systems and organizations.
b.	The range of populations served and needs addressed by human services professionals.
c.	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
d.	An understanding of systemic causes of poverty and its implications.
e.	An understanding of national and global social policies and their influence on human service delivery.
f.	Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.

4. Information Literacy

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

Standard 14: The curriculum shall provide knowledge and skills in information management.	
a.	Obtain, synthesize, and clearly report information from various sources.
b.	Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.
c.	Upholding confidentiality and using appropriate means to share information.
d.	Using technology to locate, evaluate, and disseminate information.
5. Program Planning and Evaluation	
<i>Context:</i> 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 and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.	
a.	Knowledge and skills to analyze and assess the needs of clients or client groups.
b.	Skills to develop goals, and design and implement a plan of action.
c.	Skills to evaluate the outcomes of the plan and the impact on the client or client group.
6. Client Interventions and Strategies	
<i>Context:</i> Human service professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.	

Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.	
a.	Theory and knowledge bases of prevention, intervention, and maintenance strategies.
b.	Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.
c.	Knowledge and skill development in:
	1. Case management
	a. Intake interviewing
	b. Helping skills:
	c. Identification and use of appropriate resources and referrals.
	2. Group facilitation
	3. Use of consultation
7. Interpersonal Communication	
<i>Context:</i> The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.	
Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.	
a.	Clarifying expectations.
b.	Dealing effectively with conflict.
c.	Establishing rapport with clients.
d.	Developing and sustaining behaviors that are congruent with the values and ethics of the profession.
8. Administrative	

<i>Context:</i> 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 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the human service delivery system.	
a.	Principles of leadership and management.
b.	Human resources and volunteer management.
c.	Grant writing, fundraising, and other funding sources.
d.	Legal, ethical, and regulatory issues, and risk management.
e.	Budget and financial management.
9. Client-Related Values and Attitudes	
<i>Context:</i> There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.	
Standard 19: The curriculum shall incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice.	
a.	The least intrusive intervention in the least restrictive environment.
b.	Client self-determination.
c.	Confidentiality of information.
d.	The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
e.	Belief that individuals, services systems, and society can change.
f.	Interdisciplinary team approaches to problem solving.
g.	Appropriate professional boundaries.

h.	Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available at https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals).
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10. Self-Development

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

a.	Conscious use of self.
b.	Clarification of personal and professional values.
c.	Awareness of diversity.
d.	Strategies for self-care.
e.	Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).

B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human service setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

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

a.	Provide a brief description of the overall process and structure of the fieldwork learning experience.
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b.	Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
c.	Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
d.	Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
e.	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.
f.	Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.
g.	Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.
h.	Demonstrate how the field experience provides the student an opportunity to progress from: <ol style="list-style-type: none"> 1. Observation to 2. Directly supervised client contact to 3. Indirectly supervised client contact to 4. An independent caseload OR assignment of administrative responsibility.
i.	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.
j.	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.

Appendix C Master's Degree Standards

Council for Standards in Human Service Education

NATIONAL STANDARDS

MASTER'S DEGREE IN HUMAN SERVICES

<https://cshse.org>

Revised July 2020

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.	
a	The program is part of a degree granting college or university that is regionally accredited.
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).
c	Articulate how students are informed of the curricular and program expectations and requirements prior to admission.
d	Provide a brief history of the program.
e	Describe the student population including the demographics and the numbers of full time, part time, and students graduating each year.
f	Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).

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.	
a.	Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.
b.	Include a mission statement for the program.
c.	Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.).
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.).
e.	Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.
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. <i>NOTE: The Matrix must include required courses for all students that contribute to compliance with the Curriculum Standards and their Specifications. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.</i>

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.	
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).
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:

	<p>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:</p> <ol style="list-style-type: none"> 1. A detailed description of the membership of the Advisory Committee (e.g., names, agencies, roles, relationship to program, etc.),
	<ol style="list-style-type: none"> 2. Minutes of advisory committee meetings from the last two years
	<ol style="list-style-type: none"> 3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.
c.	Describe other mechanisms, if any, used to respond to changing needs in the human services field.

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.	
a.	<p>The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following:</p> <ol style="list-style-type: none"> 1. Measurable student learning outcomes
	<ol style="list-style-type: none"> 2. Assessment plan
	<ol style="list-style-type: none"> 3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.
b.	<p>The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:</p> <ol style="list-style-type: none"> 1. A history of program evaluations
	<ol style="list-style-type: none"> 2. A description of the methodology

	3. A summative analysis of the most recent evaluation
	4. A description of how and in what way the evaluation resulted in any change.
c.	<p>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:</p> <ol style="list-style-type: none"> 1. An active link to student achievement indicators on the Program’s website. 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)

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.	
a.	Provide documentation of policies regarding the selection and admission of students.
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.
c.	Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.
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.

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.	
a.	Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that: <ol style="list-style-type: none"> 1. Faculty have education in various disciplines and experience in human services or related fields
	<ol style="list-style-type: none"> 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.

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.	
a.	Document that the program has ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.
b.	Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. Provide a brief description of how the essential roles are fulfilled in the program
	Provide a table matching faculty and staff positions and names with these roles.
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.
d.	Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.

e.	Describe how faculty and staff are provided opportunities for relevant professional development.
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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.	
a.	Demonstrate how the program <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.

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.	
a.	Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.
b.	Describe how program and field experience responsibilities are considered in calculating the teaching loads of faculty.

c.	Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.
d.	Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.

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	
a.	Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning. When a course originates in a program that is not accredited by the council, the policies and procedures must include a review and approval by the faculty of the CSHSE accredited program as acceptable transfer for credit in a documented process.
b.	Describe how students receive this information.

Curriculum Standards- Master's Degree

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.

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

Standard 11: The curriculum shall include the historical perspectives and emerging trends in human service delivery.	
a.	Historical and current legislation affecting services delivery.
b.	How public and private attitudes influence legislation and the interpretation of policies related to human services.
c.	Exposure to a spectrum of socio-political ideologies and how they influence human service delivery.
d.	Skills to analyze and interpret historical data for application in advocacy and social change.

2. Human Systems

Context: The human services professional must 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.	
a.	Overview of how administrators may work with groups such as boards of directors, community groups, public officials, or client/consumer advisory groups.
b.	Changing family structures and roles.
c.	An introduction to the organizational structures of communities.
d.	An understanding of the capacities, limitations, and resiliency of human systems.
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.
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.

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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	
a.	The range and characteristics of human services delivery systems and organizations.
b.	The range of populations served and needs addressed by human services.
c.	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
d.	Economic and social class systems including systemic causes of poverty.
e.	Political and ideological aspects of human services.
f.	Local and global influences on human service delivery.
g.	Skills to effect and influence social policy.
h..	Dealing effectively with conflict on varying levels of human service delivery systems

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.	
a.	Knowledge and skills to obtain information through observation and research.
b.	Respect for confidentiality and the appropriate and ethical use of professionally relevant data.
c.	Knowledge and skills to assess the significance, relevance, timeliness, adequacy, accuracy, and validity of information provided by others.

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.
e.	Information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, world wide web, and other electronic resources.
f.	Familiarity with methods, statistics, quantitative and qualitative research and the application of technology.
g.	Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.
h.	Inclusion of a culminating capstone experience, e.g., research project, scholarly paper, or action research project.

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.

a.	Program planning and design.
b.	Program implementation.
c.	Program evaluation.
d.	Knowledge, theory, and skills to perform a community-needs assessment.

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.

a.	Organizational management.
b.	Employment and supervision of staff.
c.	Operational and strategic planning including assessment practices.
d.	Developing budgets and monitoring expenditures.
e.	Fund development and fundraising (grants, special events, major gifts, etc.) and contract negotiation
f.	Legal/regulatory issues and risk management.
g.	Supporting the professional development of staff.
h.	Recruiting and managing volunteers.
i.	Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.
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).

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.	
a.	Respect for confidentiality of information.
b.	Recognition that individuals, services systems, and society change.
c.	Interprofessional approaches to problem solving.
d.	Respect for appropriate professional boundaries.
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).
f.	Clarification of values.

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.)
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.
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.
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.
e.	If a fieldwork experience is required, provide syllabi for required seminars. Seminar hours are not included in field experience hours.
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.
g.	If a fieldwork experience is required, demonstrate that the field experience is structured with clear learning outcomes and methods of evaluation.
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.
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.
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.
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.
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.
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.
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.
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.

Appendix D CSHSE Policies Relating to Programs (Hybrid/Online Delivery, Multiple Sites, and Programs/Institutions that offer more than one degree level in Human Services)

Hybrid/Online Course Delivery

If more than 50% of required human service courses are offered in a hybrid/online format, the Program must:

- Document department/institution policy on how they assure that students enrolled in the program or course(s) are who they say they are.
- Demonstrate that common learning outcomes/objectives exist for both face-to-face and hybrid/online delivery.
- Provide documentation that the program provides adequate technical training and support for students and faculty.
- Provide access for Self-Study Readers and Site Visitors to audit online classes.
- Provide appropriate technology to complete the requirements of the site visit.
- At least one Self-Study Reader will have experience with online instruction.

Multiple Sites

CSHSE considers a site to be a location, virtual or physical, where the student can complete the entire program curriculum. Offering a few courses at a location is not considered a site.

Programs that have multiple sites fall into two categories; (a) those that deliver a *different* curriculum at each site and (b) those that deliver the *same* curriculum at all sites.

Programs that deliver a *different* curriculum at each site must be accredited as separate programs. Programs that use the *same* curriculum at all sites may be accredited together by paying an additional fee per site and demonstrating how they assure the continuity of curriculum and program delivery across those sites and how they assure consistency in the implementation of institutional policies and procedures.

Human services programs with multiple sites **must**:

1. Provide policies and procedures which document the following:
 - continuity of the curriculum across all sites;
 - availability of resources across all sites;
 - consistency of Program/Institutional policies and procedures.
2. Provide appropriate communication technology to complete the requirements of the site visit.

3. Identify and select representative sites to visit. One third of the total number of sites must be visited

Institutions/Programs that offer Human Services degrees at more than one level
(Associate, Baccalaureate, and Master's)

- 1. Membership**

Only one membership fee per Institution is required.

- 2. Accreditation Fees**

An application and an accreditation fee are required for each degree level.

- 3. Self-Studies**

A separate Self-Study, including narrative and supporting documentation, is required for each degree level for which accreditation is being sought.

- 4. Self-Study Readers**

A separate team of Readers, with no less than three readers per Self-Study, will be assigned to evaluate the Self-Study for each degree level.

If a site visit is required, one Reader from each team will be identified as the Lead Site Visitor.

- 5. Site Visits**

If the self-studies for all degree levels are submitted concurrently, a single site visit will be conducted.

If self-studies are submitted at different times, a separate site visit for each program is required.

Each Lead Reader will submit a separate report to the Board

Approved June 2018, revised July 2022

Appendix E Self-Study Checklist

Use this as a guide before submitting the Self-Study

REQUIREMENT	COMPLETED
Certification page is correctly formatted and includes the required information and signatures	
I PREPARATORY WORK	
A. Program membership in CSHSE is current	
B. Application for program accreditation/reaccreditation: <ul style="list-style-type: none"> ● Application and application fee submitted online or mailed to CSHSE c/o ASCENT Management, who then notifies the Vice President for Accreditation. ● Letter of “Notice to Proceed” received ● Board Member-at-Large is assigned and noted in the Notice to Proceed letter 	
C. Self-Study Committee formed: <ul style="list-style-type: none"> ● Membership Representatives: Full and part-time program faculty, Field Placement Supervisors, members of Advisory Committee, program alumni, and current students ● Regular meeting schedule ● Committee members and program faculty understand standards ● Committee tasks assigned: All Standards appropriate to degree level reviewed <ul style="list-style-type: none"> Program compliance with each standard assessed Plan a timetable for achieving compliance with each standard Plan a timetable for writing Self-Study 	
D. Folder for Each Standard: <ul style="list-style-type: none"> ● Documents in folder to verify compliance with each standard ● No missing items ● Contains faculty and Advisory Committee comments/advice 	
E. Matrix Illustrating Relationship of Required Courses to Curriculum Standards <ul style="list-style-type: none"> ● Blank matrix downloaded from CSHSE website ● Matrix content provided by relevant Program faculty ● Assurance of compliance provided by relevant program faculty ● Self-Study Committee involved in matrix completion 	

<ul style="list-style-type: none"> ● Matrix completed early in the Self-Study process 	
II. GENERAL GUIDELINES	
<p>A. Make the Self-Study “user friendly”</p> <ul style="list-style-type: none"> ● Certification Page of the Self-Study is properly completed using format in Appendix G of Member Handbook ● Required Self-Study Introduction Information is included and each section is specifically identified and addressed ● Narrative is completed using the correct Self-Study Template and is in PDF format ● Pages in the narrative and all attachments/appendices are numbered and all attachments are in PDF format ● Attachments/appendices are included in the Table of Contents ● Course syllabi are included from required courses for all students and, if appropriate, required courses for students in concentrations ● Table of Contents for Narrative and Appendices/Attachments present and properly located ● Consistent format for each standard ● All sections clearly labeled and navigation between the Self-Study narrative and supporting documents is user friendly ● Embedded and external links to documents are active and not password protected. ● Appendices/attachments consistently referenced to verify compliance ● Appendices/attachments in logical order as possible ● Appendices/attachments consistently described in narrative 	
<p>B. Narrative makes program “come alive”</p> <ul style="list-style-type: none"> ● Strengths and uniqueness of program always highlighted ● Glossary of Terms in Introduction section of narrative is included. All terms and acronyms defined. ● Reader will know the program and community ● Narrative provides concise detail. 	
<p>C. Clear statements of how program complies with each standard</p> <ul style="list-style-type: none"> ● Each specification identified and addressed separately ● Specific explanation of how program complies with each standard and specification ● Appendices/attachments present and referenced to verify compliance ● Self-Study reports what is current ● Deficiencies are described; rationale for deficiency provided, or process and timetable for achieving compliance 	

<p>III GUIDELINES RELATED TO STANDARDS</p>	
<p>A. Standards #1-10 – General Program Characteristics</p> <ul style="list-style-type: none"> ● Each standard and specification addressed separately ● Standard and specifications stated as written before compliance narrative appears ● All specifications for each standard are addressed ● Consistent references throughout narrative to supporting appendices/attachments 	
<p>B. Curriculum Standards (#11-20 Associate; #11-21 Baccalaureate; #9-20 Master’s)</p> <ul style="list-style-type: none"> ● Use Matrix Illustrating Relationship of Required Courses to Curriculum Standards as reference framework ● Each standard addressed separately ● All specifications for each standard are addressed ● Specific courses complying with standard and its specifications are identified in narrative and match courses identified in Matrix Illustrating Relationship of Required Courses to Curriculum Standards ● Explain how courses comply with specifications ● Specific assignments, class exercises, activities, and assessments highlighted ● Assignments/Assessments not included in a syllabus are explained in the narrative and documented in the appendices. ● All syllabi included in appendices/attachments and are referenced in the narrative ● Manual and other materials relevant to field placements included in appendices/attachments and referenced in the narrative 	
<p>IV. Document Edited</p> <ul style="list-style-type: none"> ● Proofread: spelling and grammar checked; names redacted on example documents ● Narrative written in one voice. ● Embedded links and external links active and with no password protection 	

Appendix F CSHSE Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies

1. Submission of Self-Studies for Initial Accreditation/Reaccreditation

Electronic Submission is required for all Initial Accreditation, Interim Report and Review, and Reaccreditation Self-Studies

Submission Format: The Self-Study narrative and all appendices/attachments must be submitted on a Flash Drive to all contacts on the Reader Assignment Form.

- The Self-Study Template appropriate to the degree level must be used in completing the Self-Study narrative.
- Pages in the narrative and all attachments/appendices must be numbered.
- Attachments/Appendices must be included in the Table of Contents, which is part of the narrative.
- Navigation between the Self-Study narrative and supporting documents must be direct. Information must be linked between documents with working embedded or external links and with an easy return to the same place in the narrative
- All electronic documents must be in PDF format. Attachments/appendices located on college or university websites, such as catalogs and student handbooks, must be downloaded and submitted in PDF format or referenced with an active, no pass protected link to the URL.

2. Sample Contents of Electronic Folder

All documents should be in one folder entitled Self-Study [College Name]
Letter to readers with navigation directions or explanations
Certification Page of the Self-Study (pdf copy of signed original)
Self-Study Narrative (use appropriate degree template) Glossary of terms and Matrix should be included in an appendix within a folder for easy access by readers.
List of Appendices/Attachments
For Interim Report and Review or Reaccreditation Self-Studies Only: Include a pdf copy of the VPA letter from the previous accreditation.
Appendix folder should contain organized subfolders with documented evidence corresponding to the Standards and specifications.

Approved June 2018, Revised July 2022

Appendix G Format for Certification Page of Self-Study

Include a pdf copy of the original signed Certification Page of the Self-Study. The program should retain and maintain the original until the next accreditation cycle.

Certification of Self-Study of: *Program Name*

Department Name *College Name*

Institution name *(if different)*

Self-Study submitted for accreditation approval to the Council for Standards in Human Service Education On *(date)*:

[Program Name] hereby requests accreditation for the following degrees: *Name / degree*

Name / degree

This Self-Study is submitted in request of initial accreditation. [OR]

This Self-Study is submitted in request of reaccreditation beginning *(date)*. Initial accreditation was granted *(date)*.

I hereby certify that I have reviewed the attached Self-Study and that it fairly and accurately represents the above stated program and curriculum.

(signature)

Typed name, Title (Program Director and/or Chair), Date

(signature)

Typed name, Title (Dean), Date

(signature)

Typed name, Title (Chief Academic Officer e.g., Provost, VPAA), Date

Appendix H Accreditation Standards and State and/or Local Laws Governing the Human Service Education Program Seeking Accreditation

CSHSE accredits human service education programs in the context of the communities and institution they serve. This includes respect for the overarching mission, goals and policies of the institution where the human service program is housed and respect for the state and local laws governing both the institution and the human service program seeking accreditation.

Policy Statement: When, in the process of accreditation, a conflict exists between CSHSE Standards and/or Specifications and state and/or local laws that govern both the human service program and the institution in which it is housed or with institutional policies, state and/or local laws and institutional policies will take precedence over CSHSE Standards.

Procedure: When such a conflict is present, programs will be asked to provide both an explanation of the conflict and appropriate documentation. The CSHSE Board will review the documentation to ensure that such a conflict exists prior to waiving the Standard(s) and/or Specification(s) in question.

Approved February 2011

Appendix I CSHSE Policy for Board Accreditation/Reaccreditation Decisions

The Board of Directors of the Council will take action on the initial accreditation, interim report and review, or reaccreditation based on: Reader reports; Site Visitor reports; and policies and procedures of the Board at the appropriate scheduled Board Meeting. 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.

Initial Accreditation, Interim Report and Review, and Reaccreditation Decisions

A. Accredited

1. Approval of initial accreditation/reaccreditation demonstrates that all Standards are considered met.
2. Recommendations may be stated but no follow-up is required. These recommendations are not specifically dictated by the Standards and are intended to enhance the quality of the program.

B. Conditional Accreditation

- a. 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 non-compliance 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.
2. The program is required to submit a report describing actions taken to achieve compliance within a Board designated timeframe not to exceed one year.

C. Tabled Accreditation/Reaccreditation

1. Tabled by Readers
 - a. The Readers have determined that the Self-Study does not include supporting documentation that demonstrates compliance with the Standards, and/or directions for formatting the Matrix and template.
 - b. The Lead Reader notifies the Vice President of Accreditation that additional evidence is required to demonstrate compliance with the Standards and Specifications and/or need to comply with directions for formatting the Matrix and template.

- c. Upon notification by the Vice President of Accreditation, a program is given up to 90 days to submit the requested materials to achieve compliance. If information is not received within the timeline approved by the CSHSE Board, the program must reapply for accreditation.
- d. Materials must be submitted to the VPA, the Board Member-at-Large, and each reader. Once all readers are in receipt of the additional information, readers have up to 45-days to submit their reports to the Lead Reader.
- e. The Lead Reader submits the report with recommendations to the Board.

2. Tabled by the CSHSE Board

- a. The Board decides to postpone an accreditation decision because there is not sufficient information to make a decision.
- b. When consideration has been tabled, the program must furnish the requested information according to a Board approved timeline but no less than 30 days prior to the next Board meeting.
- c. If the information is not furnished, then the program must reapply for accreditation as if it were an initial accreditation.

D. Deny, Suspend, or Revoke Accreditation

The CSHSE may deny, suspend, or revoke accreditation if:

- a. The program is out of compliance with one or more CSHSE Standards and CSHSE has determined, based on responses and reports from the program, that compliance cannot be achieved within the required timeline.
- b. The program has a substantiated complaint against it that the CSHSE has determined is sufficiently serious to deny, suspend, or revoke accreditation.

Actions pertaining to Maintaining Accreditation

A. Warning

CSHSE warns a program that its accreditation may be in jeopardy because the program is no longer in compliance with one or more of the CSHSE Standards. A follow-up response is required to demonstrate that the program has taken appropriate steps toward compliance. Depending upon the circumstances related to the Warning, a site visit may be required.

B. Lapse in accreditation status

The accreditation status of a currently accredited program lapses under the following circumstances:

1. Non-payment of membership dues. Current membership must be maintained as a condition of accreditation. If membership is not paid by October 1, accredited programs are notified by mail that the accreditation has lapsed. Program accreditation that has lapsed for non-payment can be reinstated by December 31 by paying the outstanding membership fee, the late charge and a reinstatement charge.
2. Reaccreditation application and fee are not received by the due date. In this case, the program must reapply for accreditation as if it were an initial accreditation. Official records will show the lapse in accreditation
3. Failure to meet the deadlines stated in a one-year extension of the reaccreditation period. If a program seeking reaccreditation cannot meet the conditions and deadlines indicated in the letter from the Vice President of Accreditation granting the extension, the program's accreditation will lapse, and the program must apply for accreditation as if it were an initial accreditation.

Approved March 2020, Reviewed July 2022

Appendix J Reader and Site Visitor Policy and Procedures

Accreditation is based on a Self-Study process completed every five years. Site visits (two Site Visitors) are conducted every 10 years beginning with the Program's initial accreditation. The process for the evaluation of self-studies by three/four independent Readers is the same for Initial Accreditation, Interim Report and Review, and Reaccreditation.

This document specifies the policies and procedures for:

- A. Reader Evaluation of Self-Study
- B. Site Visit for Initial Accreditation or Reaccreditation

A. Reader Evaluation of Self-Study

1. **The program files an application for initial accreditation or reaccreditation and pays the appropriate fees.**
2. **The Vice President of Accreditation (VPA) selects a minimum of 3 readers and identifies one as the Lead Reader. If a site visit is required, the Lead Reader will also serve as the Lead Site Visitor.**
3. **Each reader independently reads and evaluates the Self-Study.**
 - Each reader submits the required Reader Report Forms to Lead Reader.
4. **The Lead Reader:**
 - Serves as the coordinator for the accreditation/reaccreditation process,
 - Contacts other readers to determine that self-studies were received,
 - Establishes a deadline for the readers' written reports within 45 days from the point the Self-Study was received by ALL of the readers and confirms the deadline with the other readers and VPA,
 - Collects electronic reports from each reader,
 - Collates all responses to specific Standards and Specifications, collaborates and consults with Readers, and submits report to the VPA, and
 - Presents the collated report at the appropriate Board meeting.
5. **If a majority of the Readers independently determine the Self-Study provides adequate evidence of compliance with the Standards and Specifications and that all previous CSHSE requirements have been met:**
 - The VPA in consultation with the Lead Reader and Board Member-at-Large notifies the program applying for initial accreditation or reaccreditation that it is approved to proceed with a site visit, if required.

- The VPA in consultation with the Lead Reader and Board Member-at-Large accepts the Lead Reader report for Interim Report and Review cycles.
 - At the scheduled Board meeting, the Board formally acts on the collated reader report for programs seeking initial accreditation, Interim Report and Review, or reaccreditation.
6. **If a majority of the Readers independently determine the Self-Study does not provide adequate evidence of compliance with the Standards and Specifications or that the previous CSHSE recommendations have not been sufficiently addressed:**
- The VPA in consultation with the Lead Reader and Board Member-at-Large notifies the program of the additional evidence required to demonstrate compliance with the Standards and Specifications.
 - Upon notification by the VPA, the program is given up to 90 days, as determined by the VPA and approved by the Board, to work with the Board Member-at-Large to achieve compliance. Supporting documentation will be submitted to the VPA, the Board Member-at-Large, and each reader.
 - The Lead Reader makes a recommendation for further action to the VPA.
 - If information has not been received by the Board approved deadline, the program must reapply as an initial accreditation.
7. **In the event of a split decision (2 and 2):**
- The Lead Reader requests the VPA to independently read and evaluate the Self-Study and submit an assessment report to the Lead Reader.
 - The VPA may request the assessment be done by an alternate Board member. Upon receipt of the assessment report, the Lead Reader proceeds with the steps for approval or denial of accreditation congruent with the above.

B. Site Visit for Initial Accreditation and Reaccreditation

- The Lead Reader also serves as the Lead Site Visitor.
- The VPA identifies one other reader to serve as a Site Visitor.
 - The Lead Reader/Site Visitor coordinates the site visit congruent with the suggested site visit itinerary found in the current Member Handbook: Accreditation and Self-Study Guide and notifies the VPA of the date. The Program works directly with each Site Visitor to schedule dates and assist with travel arrangements.
 - Programs requiring a site visit for initial accreditation or for a 10-year reaccreditation will pay a flat fee of \$2250 per Site Visitor. CSHSE will then reimburse the Site Visitors directly for all travel expenses.
- The Lead Reader/Site Visitor writes the site visit report and submits it to the VPA, who distributes it to all Board members.

- The VPA places the accreditation review on the next Council Board meeting agenda no later than 15 days before the scheduled board meeting.

CSHSE Reader/Site Visitor Policy, Adopted 10/31/06, Revised July 2022

Appendix K External Reader Approval Policy

Policy

The Board will use non-board members as additional external readers to review and evaluate self-studies and perform site visits.

Recruitment

Board members will recommend persons who have expressed an interest in participating as external readers with goals of (a) protecting the integrity of the work of the Council, (b) maintaining a balance of readers from different levels of degree programs, representing a broad geographic area, and different modalities of instructional delivery; (c) being intentional in soliciting readers from diverse groups including, for example, age, race, ethnicity, gender, sexual orientation, and ability, and with respect to but not limited to geographic regions, and (d) engaging colleagues for future positions as Board Member-at-Large.

Qualifications

1. Current or former faculty member at a CSHSE member program.
2. Five years' experience teaching in higher education.

Compensation

Readers and Site Visitors are non-paid volunteers. Travel expenses are covered by the program's site visit fee.

Approval Process

1. Potential reader submits the following to the VP for Accreditation:
 - a. A cover letter stating your interest and reasons for participating, and the amount of time that you can commit.
 - b. A current curriculum vita
 - c. A letter of institutional support from either the Dean or Chair
 - d. A letter of reference
2. VP of Accreditation reviews materials to determine if:
 - a. The packet is complete
 - b. Application is from a program that is currently a CSHSE member
 - c. Individual is willing to commit the time required to be a self-study reader.
 - d. The CV reflects experience in the field of Human Services

3. The VP of Accreditation forwards a summary of the applicant's qualifications to the Board Executive Committee for review. The VP asks for a vote of Board approval or denial at the next scheduled Board meeting. Between meetings of the Board, applicants can be approved or denied by an email vote of the Board.
4. The VP notifies the applicant of the decision. (If an applicant is not approved, the VP describes (in a letter) what the applicant needs for a future approval. (e.g., Someone may apply who has just been hired in a Human Service program and isn't even familiar with their own program yet.)

Approved June 2020, revised July 2022

Appendix L Appeals Policy and Procedures

Purpose

This appeals policy provides a rationale and procedures for human services education programs to appeal any decision made by the CSHSE regarding their accreditation status (see **CSHSE Policy for Board Accreditation/Reaccreditation Decisions**).

Definitions

CSHSE or Council: CSHSE or the Council refers to the Council for Standards in Human Service Education.

Appeal: An appeal is a request from a Human Services Program to the CSHSE Board to reconsider its decision regarding the program's accreditation status. A ground for appeal is for the CSHSE Board's initial decision which is contrary to the weight of evidence.

Appellant: An appellant is a Human Services Program that has submitted an appeal of a CSHSE decision regarding accreditation status.

Approved External Reader: A human services education program faculty member who has been trained and approved by the CSHSE Board of Directors to critically read and evaluate self- studies that have been submitted to the Council for accreditation or re-accreditation of a human services education program. External readers who are chosen for this process cannot be the appellant's CSHSE Board Member-at-Large or a reader involved in the process of evaluation leading to the decision under appeal.

Procedures

Step 1 After receipt of the accreditation/re-accreditation status notification letter from the Vice President of Accreditation, a program has 60 days to submit four copies of the Appeals Request Form and attached letter to the Vice President of Accreditation. (See attached Appeals Request Form).

Step 2 The Vice President of Accreditation notifies the Appellant and the CSHSE Board within 10 days of receipt of the Appeals Request Form.

Step 3 An Appeals Panel is appointed within 30 days of the receipt of the Appeals Request Form.

- a) Three people comprise the Appeals Panel: two CSHSE-approved external Readers from the same type of program as the appellant (e.g., associate baccalaureate, or

masters) and one member of the CSHSE board who was not involved as either a consultant or a Reader for the Program's self-study.

- b) Within 10 days of the appointment of the Appeals Panel, the Vice President of Accreditation sends the Appeals Request Form, the supporting materials, the Board accreditation status notification letter, the reports of the four original Self-Study readers, and the report compiled by the Lead Reader/Site Visitor to each panel member. (A copy of the Self-Study will be made available to panel members, if appropriate or requested.) Only Self-Study documents provided by the program prior to the accrediting/re-accrediting decision will be considered.
- c) Panel members will independently read all documents related to the appeal and submit separate reports (see Appeals Panel Member's Recommendation).

Step 4 Appeals Panel members submit recommendations.

- a) Each appeals panel member sends his/her recommendation and explanations to the Vice President of Accreditation. These documents will be made available to all CSHSE Board members.
- b) The submission of recommendations and explanations by appeals panel members must be completed no later than 60 days following the date of receipt of the Appeals Request Form.

Step 5 The CSHSE President presents the recommendations and explanations from the Appeals Panel to the CSHSE Board at its next regular meeting, or at a called special meeting. The Board makes the decision, which is final.

Step 6 The CSHSE Vice President of Accreditation notifies the Appellant in writing of the Board's decision and its rationale within 10 days of the Board meeting.

NOTE: The accreditation status of the appellant remains unchanged until such time as the decision on its appeal has been rendered by the CSHSE Board

Expenses of Appeal

- a) The expenses incurred in the development and presentation of its appeal shall be borne exclusively by the human services education program filing the appeal.

- b) The expenses involved in establishing the Appeals Panel, the provision of appeals materials, and any other appeals-related costs, shall be borne by the CSHSE.

ACTION	TIMELINE
A program is notified of the CSHSE Board decision on its accreditation status	30 days after CSHSE Board meeting at which its accreditation status was decided
Program files an Appeals Request Form and supporting material with CSHSE Vice President of Accreditation	Within 60 days of notification letter from the CSHSE Vice President of Accreditation
Vice President of Accreditation notifies the appellant and the CSHSE Board that the appeal has been received	Within 10 days of receipt of the appeal. by the CSHSE Vice President of Accreditation
CSHSE President selects the Appeal Panel.	Within 30 days of receipt of appeal.
Appeals Panel members send recommendations and explanations to the CSHSE Vice President of Accreditation	Within 45 days of appointment by the CSHSE president.
CSHSE President presents the Appeal Panel's recommendations and explanations to the CSHSE Board for its final decision.	At the next regular meeting or a called special meeting
CSHSE Vice President of Accreditation notifies appellant of the CSHSE Board decision, which is final	Within 10 days after the Board meeting

Approved February 2007

Revised February 2011, revised July 2022

Appeals Request Form

Name of Program: _____

Date: _____

Appellant Name:

Address:

E-mail Address: _____

Phone Number: _____

Date of Notification Letter from Council: _____

Additional contact information (if different from the above):

Appeal Details

Attach a letter addressing the following:

1. Accreditation status decision being appealed and desired outcome.

State specifically the grounds for the appeal: Grounds are restricted to the CSHSE Board's initial decision considered contrary to the weight of evidence.

Appeals Panel Member's Recommendation and Explanation

Panel Member Name and Affiliated Institution:

Appeals Panel Member's Recommendation:

- Appeal of Accreditation Status Decision Upheld Appeal of Accreditation Status**
- Decision Denied**

Signature: _____

Date: _____

Recommendation Explained: (attach additional pages if necessary)

Appendix M CSHSE Policy and Procedures for Complaints

Introduction: This policy has been established to deal with complaints concerning programs and their institutions coming from students, faculty, and other parties. Complaints covered by this policy are those related to program and/or institutional compliance with the National Standards for Human Services Education.

1.0 Policy on Complaints

- 1.1 Complaints within the jurisdiction of this policy are limited to the ability of the human services education program and/or its affiliated institution to meet the conditions of CSHSE accreditation; i.e., the National Standards at the Associate, Baccalaureate, and Master's Degree level.
- 1.2 Complaints may come from faculty, students and other parties.
- 1.3 Complainant must have exhausted the complaint/grievance procedures at the institution if applicable.
- 1.4 Once it has been determined that the complaint is within the purview of the CSHSE, it will be forwarded to the human service education program and/or its institution and a formal response will be requested.
- 1.5 The complainant will receive a copy of the program's and/or institution's response and will have a final opportunity to rebut that response.
- 1.6 A copy of the complaint, response, and the rebuttal will be retained by the CSHSE in the program's file.
- 1.7 The CSHSE will not consider a matter that is more than five years old.

2.0 Complaint Procedure

- 2.1 The complaint must be on the form provided by CSHSE.
 - 2.1.1 The form includes the following:
 - 2.1.1.1 Complainant contact information, including a street address for future correspondence;
 - 2.1.1.2 A brief narrative of the facts of the complaint;
 - 2.1.1.3 All previous attempted resolutions regarding the complaint;
 - 2.1.1.4 An indication of why the complainant believes the issue is related to National Standards and CSHSE accreditation;
 - 2.1.1.5 The identification of the Standard(s) and/or its Specification(s) that is/are relevant to the complaint;
 - 2.1.1.6 A signature and date.
 - 2.1.2 Complainant must attach all documentation related to previous attempts to resolve the complaint.
 - 2.1.3 Complainant must attach additional relevant documents that support the narrative describing the complaint. Examples: *institutional and/or program policies, portions of course syllabi, assignments, learning agreements, etc.*
 - 2.1.4 A person bringing a complaint on behalf of another (e.g., son, daughter, client) must include that individual's consent in writing to allow such communication.

- 2.2 Complaints will be submitted to the CSHSE Vice President of Accreditation.
- 2.3 The completed form can be sent by regular mail or submitted electronically in scanned PDF format; no other electronic format will be accepted.
- 2.4 The Executive Committee of the CSHSE reviews and acts on the complaint within 30 days. One of the following actions will be taken:
- 2.4.1 Request additional information; complainant has 30 days from receipt of second day air to respond;
 - 2.4.2 Forward to the program or institution; program or institution has 30 days from receipt of second day air to respond;
 - 2.4.3 Reject the complaint because it does not fall within the purview of the CSHSE.
- 2.5 After the responses from the institution and the rebuttal have been received, the Executive Committee will review the documents and make a recommendation to the Board. At the next regularly scheduled meeting, the Board of Directors will decide on one of the following actions:
- 2.5.1 Dismiss the complaint;
 - 2.5.2 Request additional information for further review by the Executive Committee;
 - 2.5.3 Request compliance with the standard within a specified timeframe.
- 2.6 If the board action is to request compliance with the standard, the institution must respond within the specified timeframe documenting compliance. The Board of Directors will:
- 2.6.1 Confirm compliance;
 - 2.6.2 Consider the issue resolved and inform the program.
- 2.7 In the case of noncompliance, the Board may suspend or revoke accreditation. (No response within the specified timeframe is considered noncompliance.) The program will be officially informed.

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