### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Introduction and organization of document</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Section I: Membership, Accreditation, Interim Report, Reaccreditation Policies</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Membership in the Council</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Accreditation, Interim Report and Review, and Reaccreditation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Additional Conditions for Initial Accreditation</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>• Additional Conditions for Interim Report and Review</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>• Additional Conditions for Reaccreditation</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>• Use of CSHSE Logo in Promotional Materials</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>• Payment, Policies, and Procedures</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Section II: Accreditation, Interim Report and Review, and Reaccreditation Processes</strong></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>• Overview of Steps: Accreditation, Interim Report and Review, and Reaccreditation</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>• Timeline and Deadlines</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>• Roles of Council Board Members</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>• Resources for Accreditation/Reaccreditation</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>• Selection of Self-Study Readers</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>• Selection of Site Visitors</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>• Budgets: Suggestions and Considerations</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>• Multiple Sites</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>• Community Support Skill Standards</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>Section III: The Self-Study Process</strong></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>• Organization of the Standards</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>• Guidelines for Writing the Self-Study</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>• Introduction</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>• Self-Study Templates</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>• Part I: Preparatory Work</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>• Part II: General Guidelines for writing the Self Study</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>• Curriculum Map of Courses to Standards (Matrix)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>• Required Self-Study Introductory Information</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td><strong>Section IV: Guidelines for the Site Visit Process</strong></td>
<td>22</td>
</tr>
</tbody>
</table>
- Site Visit Process 22
- Tips for a Successful Site Visit 22
- Suggested Site Visit Itinerary 23
- Checklist for Site Visit Arrangements 25

**Section V: Appendices List**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>CSHSE National Standards</td>
</tr>
<tr>
<td>B</td>
<td>Sample Table of Contents</td>
</tr>
<tr>
<td>C</td>
<td>Self-Study Checklist</td>
</tr>
<tr>
<td>D</td>
<td>Format for Certification of Self-Study</td>
</tr>
<tr>
<td>E</td>
<td>Appeals Policy and Procedures</td>
</tr>
<tr>
<td>F</td>
<td>CSHSE Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies</td>
</tr>
<tr>
<td>G</td>
<td>CSHSE Policy for Board Accreditation/Reaccreditation Decisions</td>
</tr>
<tr>
<td>H</td>
<td>Reader and Site Visitor Policy and Procedures</td>
</tr>
<tr>
<td>I</td>
<td>CSHSE Policy and Procedures for Complaints</td>
</tr>
<tr>
<td>J</td>
<td>Policy for Complaints Against CSHSE</td>
</tr>
<tr>
<td>K</td>
<td>CSHSE Policy on Resolution of Conflicts Between Accreditation Standards and State and/or Local Laws Governing the Human Service Education Program Seeking Accreditation</td>
</tr>
<tr>
<td>L</td>
<td>CSHSE Policies Relating to: Online Programs, Multi-site Programs, and Institutions/Programs that offer more than one degree level in Human Services</td>
</tr>
<tr>
<td>M</td>
<td>External Reader Approval Policy</td>
</tr>
</tbody>
</table>
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 policies and procedures set by the Council Board and to assist members in the accreditation, interim report and review (self-study), and reaccreditation processes. This handbook is updated regularly, and the most current version is on the Council website at http://www.cshse.org.

The document is divided into five sections. Section I defines membership, the conditions for accreditation, interim report, and reaccreditation, and the specific policies and procedures related to retention of membership and accreditation as well as payment. In Section II, the details and procedures of the accreditation, interim report, and reaccreditation processes are defined, with Section III giving more details related to the self-study process and Section IV giving more details on the site visit process. The handbook is intended for use throughout the accreditation process, and information that is pertinent to various steps of the process is intentionally repeated with the hope that the Members will not inadvertently miss policies that affect them.

The Board of Directors is committed to fulfilling the vision and mission 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.

Questions or comments on this document can be directed to the President, Vice President of Accreditation, or any Board Member. Contact information is available on the website.
Section I: Membership, Accreditation, Interim Report and Review and Reaccreditation Policies

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 through National Standards, accreditation of human service degree programs, research, and publications.

Programs cannot, however, 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 fee structure).

All members benefit from the work of the Council. Regional Directors 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.

Programs with more than one site can apply for one membership with an additional fee per site. Only one membership fee is required for programs that offer human services degrees at more than one degree level (see Appendix L). An application for membership can be downloaded from the Council website at [http://www.cshse.org](http://www.cshse.org). The completed application should be submitted as instructed on the form with a check for membership fee for one year.

**General Conditions of Accreditation, Interim Report and Review, and Reaccreditation**

- Programs must be current members of the Council. Continuous membership must be maintained and membership fees must be paid in a timely manner.
- Programs must submit a completed application for Accreditation or Interim Report and Review or Reaccreditation with the fees stated on the form. The forms are available on the website.
- Programs that are delivered at multiple sites but use the same curriculum at each site pay an additional accreditation/reaccreditation fee as stated on the form. For example, a program delivered at three sites would pay the full application fee for the first site and an additional fee for each of the other sites.
- Programs that use different curricula at each site must apply for membership, accreditation, interim review, and reaccreditation as separate sites.
- Programs that offer more than one degree level in human services pay a single membership fee, but must submit an application and accreditation fee for each degree level for which accreditation is being sought (see Appendix L).
- A self-study in compliance with the National Standards and the Council policies for writing and submitting self-studies must be received by the Regional Director, Vice President of Accreditation, and each of the assigned readers.
- All deadlines must be met.
- A self-study is required every 5 years. Programs are accredited for 10 years; each program must provide an interim report during the 5th year, and seek reaccreditation during the 10th year. A Reaccreditation Application should be submitted with the current fee six months prior to the end of the accreditation period (February 28, May 31, or October 31). *Note: Check the website for the current application form.*
- Programs that allowed 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.
Additional Conditions for Initial Accreditation

- Programs seeking initial accreditation after June 1, 2012 must have “human services” in the name of the program.
- Programs apply for initial accreditation by completing an Application for Accreditation (see the Council website) and submitting it with the accreditation fee as stated on the form.
- A letter giving Notice to Proceed will be sent from the Council to the Program by the Vice President of Accreditation.
- Programs have two years from the date of the Notice to Proceed to complete the initial accreditation process (self-study and site visit). See the Steps to Accreditation or Council website for detailed information.
- No extensions are granted. Programs not completing within two years are invited to reapply.

Additional Conditions for Interim Report and Review

- Five years after initial accreditation and at 10-year intervals thereafter, a self-study is submitted as an interim report for review by the board.
- Programs apply for by submitting an Application for Interim Report and Review or Reaccreditation (see the Council website) and submitting it with the appropriate fee as stated on the form.
- The Treasurer must have received the application and fee six months prior to the lapse of accreditation. For example, if accreditation expires in October, the application and fee must be received in April.
- A site visit is not required for the interim report and review.
- If the self-study is approved, 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 a letter of request to the Vice President of Accreditation. When an extension is granted, accreditation will be continuous from the date the accreditation was due. For example, if an extension was granted from May 2012 to May 2013, reaccreditation approval (if granted) will be from May 2012 through May 2017.

Additional Conditions for Reaccreditation

- Ten years after initial accreditation and at 10-year intervals thereafter, a self-study and site visit is required for reaccreditation.
- Programs apply for reaccreditation by submitting an Application for Interim Report and Review or Reaccreditation (see the Council website) and submitting it with the appropriate fee as stated on the form.
- The reaccreditation process should be completed by the anniversary date of the initial accreditation. For example, if the Program is accredited for May 2005-May 2010, the interim report should be completed and ready for consideration at the May 2010 Board Meeting.
- A site visit (two site visitors) 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 a letter of request to the Vice President of Accreditation. When an extension is granted, accreditation will be continuous from the date the accreditation was due. [Example, if an extension was granted from May 2012 to May 2013, reaccreditation approval (if granted) will be from May 2012 through May 2017].
Use of CSHSE Logo in Promotional Materials

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.”

Non-accredited members are also 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. If accreditation has lapsed, regardless of the reason, statements of accreditation must be dropped from all materials. Programs that misrepresent the use of the CSHSE logo will be notified by mail to remove the logo from all publications.

Payment, Policies, and Procedures

- Membership follows the fiscal year for most institutions, July 1 thru June 30.
- Programs can support the work of the Council through active membership, whether or not the program is accredited. See the website for benefits of membership.
- To become a member, complete the Membership Application found on the Council website and submit it with a check for the amount on the form.
- Dues will be prorated the second year, giving credit for unused dues during the first year. For example, if a Program joins the Council in October, they pay the fee for a full year. When invoices are sent the following year, they will be given credit for four months (July through October).
- Membership dues must be paid on an annual basis concurrent with the academic year, July 1 through June 30, as follows:
  o Invoices are mailed on September 15 when most faculty have returned from summer break. Payment is due no later than November 15.
  o If payment has not been received by November 15, a second billing is sent with a late charge.
  o If the annual dues and late charge are not received by December 31, a letter is sent advising the Program that membership has lapsed.
- Current membership must be maintained as a condition of accreditation. If membership lapses for non-payment, accredited programs are notified by mail that the accreditation has lapsed.
- Program accreditation that has lapsed for non-payment can be reinstated within 90 days of December 31 (received by March 31) by paying the outstanding membership fee, the late charge, and a reinstatement charge.
- Programs that have multiple sites pay the membership fee for the first site and a fee for each additional site. [Example, a program that is delivered at four sites will pay the full application fee for the first site and additional fees for each of the other three sites].

Note: Check the website, http://www.cshse.org for current fee structure.
Section II: Accreditation, Interim Report and Review, and Reaccreditation Processes

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

Step 1: Make contact with your Regional Director.

The Council is organized through Regional Directors who work with specific geographic regions of the United States. The Regional Director consults with the program throughout the accreditation process in the following ways: (a) respond to questions regarding the process, requirements for self-studies, and the National Standards and (b) review written sections of the self-study and provide feedback. Approval of the accreditation is a Board decision. Regional Directors are required to recuse themselves from voting on issues related to Programs in their region. If you do not know who your Regional Director is, you can obtain the name and contact information from the website, http://www.cshse.org

Step 2: Develop a timeline for completing the accreditation process.

The Council board meets three times a year in February, May, and October. To be considered at a meeting, deadlines must be met. See the schedule of timelines beginning on page 11.

Step 3: Submit the Accreditation or Reaccreditation Application and fee.

Complete the application for accreditation, interim report and review, or reaccreditation and submit it with the appropriate fee to the address stated on the form.

- For initial accreditation, the Vice President of Accreditation reviews the application and notifies the Program and Regional Director one of two things. Either the program may proceed with the self-study and has two years to complete the self-study and site visit. Or, the program is not ready to proceed until the areas identified through the application that do not meet the Standards have been addressed.

- For reaccreditation or the interim report and review, submit the appropriate application and fee in accordance with the timelines.

Step 4: Complete the self-study.

Allow 3 to 6 months to complete 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. As of May 2012, all self-studies must be written using the self-study template for the appropriate degree level. The self-study template can be downloaded at: http://www.cshse.org/forms.html

- For initial accreditation, programs have two years from the date of the letter to proceed to submit the self-study and complete the site visit. Please note that you will need AT LEAST 6 copies of the self-study, 5 for the council and 1 for your own records.

- For interim report and review or reaccreditation, the process must be completed within the timelines defined beginning on page 11.

- For initial accreditation, interim report and review or reaccreditation, programs that offer human services degrees at more than one degree level, must submit a separate self-study, including narrative and supporting documentation for each degree level for which accreditation is being sought (See Appendix L).

Although it may be helpful to ask your Regional Director to review selected portions of your self-study, Regional Directors cannot be asked to serve as an editor for a self study. Even if a Regional Director approves of the work done on a self-study, this is no guarantee that a program will be accredited by the CSHSE. More specific instructions for completing the self-study are included in Section III: Self-Study Process, in this document.

Step 5: Obtain a list of self-study readers.

The Vice President of Accreditation assigns a minimum of three readers to independently review the self-study. Do not obtain the list of readers until you are nearly ready to submit the self-study (e.g., 2-3 weeks prior to completion). At this time, the Program may request that a specific individual not be assigned as a reader because of a perceived
conflict of interest. If a site visit is required, two of the readers, one of whom will be the lead reader, will also be the site visitors.

- 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 L).

- 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 (see Appendix L).

**Step 6: Submit the self-study.**

Effective May 2012, all initial accreditation/reaccreditation self-studies must be submitted electronically with the exception of a paper copy of the self-study narrative that is sent to the Vice President of Accreditation. 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 self-study copies directly to the readers at the addresses furnished by the Vice President of Accreditation as follows:

1 copy to the Regional Director
1 copy to the Vice President of Accreditation (official Council copy)
1 copy to each of the assigned readers
1 copy retained by the Program.

A signed original Certification of Self-Study (Appendix D) must be included with each copy. For electronic submissions a PDF copy of the 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 Regional Director to make certain the self-study copies were actually received. From this point forward, the Program will have no direct interaction with the assigned readers. All questions must be directed to the Regional Director or the Vice President of Accreditation.

**Step 8: Schedule the site visit.**

Site visits are required at initial accreditation and every 10 years thereafter. Once the Program is approved to proceed with the site visit, the Program works directly with the Lead Reader/Site Visitor to set the site visit itinerary. See the Suggested Site Visit Itinerary beginning on page 24 in this document.

- For **Online Programs** the site visit should be arranged at a primary location where the suggested itinerary (page 24) can be completed. Technology may be used as appropriate (see Appendix L).

- For **Multi-site Programs** one third of all sites, including the primary site, will be visited. Technology may be used as appropriate (see Appendix L).

- 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 L).

**Step 9: Arrange site visitor travel and accommodations.**

The Program works with each of the Site Visitors to make travel and accommodation arrangements. Programs are responsible for the payment of **ALL** expenses incurred by the Site Visitors, including travel to and from airports of departure and arrival, meals, lodging, and incidentals. It is preferable that the school directly pay airfare, hotel, and as many other expenses as possible to minimize the out-of-pocket expenses of the Site Visitors and to allow control of expenses by the Program. Within 30 days of the site visit, each site visitor must submit a request for reimbursement to the Program. **Accreditation will not be issued until site visitor expenses have been paid.**
Step 10: Council board takes action.

The Board of Directors of the Council will take action on the accreditation, interim report and review, or reaccreditation at the appropriate Board Meeting (see schedule of deadlines) based on:

- Reader reports evaluating the self-study
- Site visitor reports
- Policies and procedures of the Board

Listed below are the actions that can be taken by the Board (see Appendix G CSHSE Policy for Board Accreditation/Reaccreditation Decisions for details):

(a) Approval of accreditation with no conditions,
(b) Approval of initial accreditation/reaccreditation articulating specific requirements for the next reaccreditation period,
(c) Tabling consideration because the self-study is incomplete, and there is not sufficient information to make a decision. A decision is tabled under the conditions listed below:
   - Accreditation/Reaccreditation consideration is tabled by a majority of the self-study readers
   - Initial accreditation decision is tabled by a majority of the self-study readers (the program shows promise but specific concerns are identified by the readers. The program is given a specified time period to address concerns and to re-submit the self-study)
   - Reaccreditation decision is tabled through the granting of a one-year extension (a program cannot meet deadlines due to extenuating circumstances)
(d) Non-approval of accreditation.
(e) Warning related to accreditation status
(f) Conditional accreditation
(g) Suspension or revocation of accreditation

*When consideration has been tabled by the CSHSE Board, the Program must furnish the requested information no less than 30 days prior to the next Board meeting. If the information is not furnished, the accreditation will not be approved. Note that current membership must be maintained by payment of annual dues to retain accreditation.

Step 11: Council notifies program.

The Vice-President of Accreditation notifies the Program of the action taken by the Board and of any conditions related to the decision. A copy of the letter must be included in the subsequent self-study. If 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. See Appendix E, Appeals Policy and Procedures, for information on how to appeal a CSHSE Board decision.

Timeline and Deadlines

Accreditation is a process, and processes take time. The Council Board meets three times a year in February, May, and October to consider accreditation applications. The following timetable is based 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. Members are encouraged to complete steps earlier to assure consideration and allow for unplanned events.

The initial accreditation process is somewhat different from the interim report and review and reaccreditation. A complete self-study must be submitted every five years. When a site visit is required, the self-study must be approved prior to scheduling a site visit. The approval of the initial accreditation can take place at any scheduled Board meeting, February, May, or October.

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. For example, if your accreditation was approved through May, you should follow the May timeline. There are three timelines below as follows:

- Initial accreditation (requires pre-approval of self-study followed by a site visit).
- Interim report and review with no site visit, 5 years after initial and every 10 years thereafter.
- Reaccreditation with a site visit required 10 years after initial accreditation and every 10 years thereafter.

### Relative Timeline for Initial Accreditation: Requires a Site Visit

- **Submit application and check to Treasurer.**
- **Within 30 days of receipt, the Vice President of Accreditation sends a notice to proceed. Program has 2 years from the date of the notice to complete accreditation process through the site visit.**
- **When self-study is completed in compliance with the National Standards and the Council policies for writing and submitting the self-study, request assignment of readers from the Vice President of Accreditation.**
- **Mail self-study to readers, Regional Director, and VPA within 30 days of receipt of reader addresses. If more than 30 days, confirm that reader list has not changed.**
- **Readers will report to VP Accreditation and Lead Site Visitor with initial assessments of self-study within 45 days of receipt. (See Appendix H: Reader and Site Visitor Policy and Procedures)**
- **Within 60 days, VP Accreditation notifies Program and Lead Site Visitor of permission to schedule site visit or necessary corrections to self-study.**
- **Upon permission from the VP Accreditation, Lead Site Visitor schedules and plans site visit with Program Director/Representative.**
- **If the site visit is completed by:**
  - December 1, the Board will take action at the February meeting.
  - March 1, the Board will take action at the May meeting.
  - August 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 for Interim Report and Review: No Site Visit 5 years after initial accreditation, and every ten years thereafter.

<table>
<thead>
<tr>
<th><strong>Timeline for Interim Report and Review:</strong> No Site Visit 5 years after initial accreditation, and every ten years thereafter.</th>
<th><strong>Deadlines for Board Meetings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit application and fee no later than:</td>
<td>February</td>
</tr>
<tr>
<td>Request assignment of readers and site visitors by VP of Accreditation:</td>
<td>Aug 15</td>
</tr>
<tr>
<td>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 H: Reader and Site Visitor Policy and Procedures)</td>
<td>Nov 15</td>
</tr>
<tr>
<td>Informal notification of Board action after meeting:</td>
<td>Dec 1</td>
</tr>
<tr>
<td>Formal notification of Board action after meeting:</td>
<td>10 days</td>
</tr>
</tbody>
</table>

### Reaccreditations requiring a site visit: 10 years after initial accreditation and every 10 years thereafter.

<table>
<thead>
<tr>
<th><strong>Reaccreditations requiring a site visit:</strong> 10 years after initial accreditation and every 10 years thereafter.</th>
<th><strong>Deadlines for Board Meetings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit application and fee no later than:</td>
<td>February</td>
</tr>
<tr>
<td>Request assignment of readers and site visitors by VP of Accreditation:</td>
<td>Aug 1</td>
</tr>
<tr>
<td></td>
<td>Oct 1</td>
</tr>
</tbody>
</table>
Accreditation:

- 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 4 days of receipt. (See Appendix H: Reader and Site Visitor Policy and Procedures)  
  - Oct 15  
  - Jan 15  
  - June 15

- Conduct site visit prior to:  
  - Dec 31  
  - Mar 31  
  - Aug 31

- 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

**Roles of Council Board Members**

*Vice President of Accreditation* – Coordinates the Council actions regarding accreditation including assigning site visitors and readers, consulting with programs and regional directors, and providing formal and informal feedback on Board actions.

*Regional Director* – Acts as a consultant to the Program throughout the accreditation process and is an advocate for the Program. The Regional Director is not allowed to conduct site visits within his or her own region.

*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 or not the Program has provided evidence of meeting the Standards. The 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 members of the Board or qualified individuals approved by the Board. The Site Visitors gather data that corroborates the self-study. During the site visit, they address any concerns brought forward by the readers. A Lead Site Visitor is assigned who will approve the itinerary prior to the site visit and take 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 Site Visitors send the Board an objective formal report of their observations, findings, and recommendations. Once the Site Visitor report has been sent, the Site Visitors are no longer involved in the process. The Board is not bound by the recommendation of the Site Visitors and must consider all reports and evidence. If there are provisions for reaccreditation, the Program should consult with the Regional Director or Vice President of Accreditation, not the site visitors or readers, regarding the process for removal of any provisions.

**Resources for Accreditation/Reaccreditation**

There are three key resources that are essential for accreditation/reaccreditation: The appropriate Regional Director; *The Member Handbook: Accreditation and Self-Study Guide*; and the CSHSE website. The member handbook can be downloaded from the website and contact information for regional directors and other board members is also available on the website.

Your most important resource in the accreditation/reaccreditation process is the Regional Director, who acts as a consultant to the Program during the self-study process. If portions of the self-study are sent to the Regional Director for feedback, Programs can often avoid being asked for clarification or further documentation by the Board after the self-study has been submitted.

This document, *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: [http://www.cshse.org](http://www.cshse.org)

All Officers and Regional Directors are listed on the Council website along with contact information. Contact the Vice President of Accreditation if you have questions on this document or general accreditation processes. Contact your Regional Director at any time with any questions. You should also feel free to contact the President or any Board member with your questions or concerns before the self-study has been submitted for review. Current contact information is available on the website at: [http://www.cshse.org](http://www.cshse.org)
Selection of Self-Study Readers

The Vice President of Accreditation appoints a minimum of three individuals who independently read and evaluate the self-study. The Program mails the Self-Study directly to each Reader, but has no further contact with the Readers once receipt has been confirmed. The Regional Directors are not allowed to serve as Readers or Site Visitors for Programs within their assigned regions. At this time, the Program may request that a specific individual not be assigned as a reader because of a perceived conflict of interest. If a site visit is required, two of the readers, one of whom will be the lead reader, will also be the site visitors.

[Note: See the Timeline section, beginning on page 9, for deadlines.]

Selection of Site Visitors

The Vice President of Accreditation appoints two Site Visitors who are either members of the Board or qualified individuals approved by the Board (see Appendix M). If possible, at least one Site Visitor will be from a Program of the same educational level as the Program seeking accreditation. Each Reader independently gives feedback to the Lead Site Visitor. During the site visit, issues raised by the readers will be explored. The Regional Directors are not allowed to serve as Site Visitors for Programs within their own regions. [Note: See the Timeline section (beginning on page 9 for deadlines.)

- For Online Programs one site visitor will have appropriate experience with distance/online education (see Appendix L).
- For Institutions/Programs that offer Human Services degrees at more than one level the Lead for each level will constitute the site visit team if the Program is seeking accreditation for two or more degree levels at the same time (see Appendix M).

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 information. The worksheet is not to be exhaustive; there may be additional expenses.

<table>
<thead>
<tr>
<th>Description</th>
<th>Allow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership—annual dues</td>
<td></td>
</tr>
<tr>
<td>Accreditation application fee</td>
<td></td>
</tr>
<tr>
<td>NOTE: for Multiple sites with the same curriculum: add current fee for each additional site</td>
<td></td>
</tr>
<tr>
<td>Copies of Self-study, cost dependent on submission decision (see Appendix F)</td>
<td></td>
</tr>
<tr>
<td>Mail copies of self-study (Regional Director, VP Accreditation, 3 readers)</td>
<td></td>
</tr>
<tr>
<td>Transportation: Consider airfare, car rental, mileage, shuttle to/from airports for 2 site visitors</td>
<td></td>
</tr>
<tr>
<td>Lodging: 2 site visitors, 2 nights (possibly 3 nights depending on flights)</td>
<td></td>
</tr>
<tr>
<td>Meals: 2 site visitors, 3 days each</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous and other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated total cost</td>
</tr>
</tbody>
</table>

Multiple Sites

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. See Appendix L.
Community Support Skill Standards

There is sometimes confusion between CSHSE National Standards and Community Support Skill Standards. The self-study must address the National Standards of the Council, not the Community Support Skill Standards. Addressing the Community Support Skills Standards would not address all of the National Standards or all of the Specifications of the National Standards.

The CSHSE National Standards for Human Services Education were developed in 1979 by the Council and have been confirmed through independent and Council research as well as the self-studies of various institutions over the years. They are targeted toward higher education and are inclusive of the Community Support Skill Standards with further emphasis on knowledge, theory, and professional development, extending well beyond worker and skill training.

The Community Support Skill Standards, initiated in 1993, were developed by the Human Services Research Institute (HSRI) in collaboration with the Council for Standards in Human Service Education and other partners. You can read more about the skill standards project on the HSRI website at http://www.hsri.org/
Section III: Self-Study Process

Organization of the National Standards

Before beginning 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 the CSHSE accredits: Associate, Baccalaureate, and Master’s. The Standards are separated into two major categories: program and curriculum. There are a total of 20 Standards for the Associate Degree level; 21 Standards for the Baccalaureate Degree level and 20 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.

I.a. General Program Characteristics [for the Associate and Baccalaureate degree levels]
   A. Primary Program Objective (Standard 1)
   B. Philosophical Base of Programs (Standard 2)
   C. Community Assessment (Standard 3)
   D. Program Evaluation (Standard 4)
   E. Standards and Procedures for Admitting, Retaining, and Dismissing Students (Standard 5)
   F. Credentials of Human Services Faculty (Standard 6)
   G. Essential Program Roles (Standard 7)
   H. Faculty and Staff Evaluations (Standard 8)
   I. Program Support (Standard 9)
   J. Transfer Advising (Standard 10)

I.b. General Program Characteristics [for the Master’s degree level]
   A. Institutional Requirements and Primary Program Objective (Standard 1)
   B. Philosophical Base of Programs (Standard 2)
   C. Academic Advisory Committee (Standard 3)
   D. Program Evaluation (Standard 4)
   E. Standards and Procedures for Admitting, Retaining, and Dismissing Students (Standard 5)
   F. Credentials of Program Faculty (Standard 6)
   G. Faculty and Staff Roles and Evaluation (Standard 7)
   H. Program Support Personnel and Resources (Standard 8)

II.a. Curriculum [for the Associate and Baccalaureate degree levels]
   A. Knowledge, Theory, Skills, and Values
      1. History (Standard 11)
      2. Human Systems (Standard 12)
      3. Human Services Delivery Systems (Standard 13)
      4. Planning and Evaluation (Standard 14)
      5. Information Management (Standard 15)
      6. Interventions (Standard 16)
      7. Interpersonal Communication (Standard 17)
8. Administrative (Standard 18) [Baccalaureate level only]
9. Client-Related Values (Standard 19)
10. Self-Development (Standard 20)

B. Field Experience
1. Standard 20 [Associate degree]
2. Standard 21 [Baccalaureate degree]

II.b. Curriculum for the Master’s degree level

A. Knowledge, Theory, Skills and Values
1. History (Standard 9)
2. Human Systems (Standard 10)
3. Human Services Delivery Systems (Standard 11)
4. Information Management (Standard 12)
5. Program Planning and Evaluation (Standard 13)
6. Intervention and Direct Services (Standard 14)
7. Interpersonal Communication (Standard 15)
8. Administrative (Standard 16)
9. Client Related Values and Attitudes (Standard 17)
10. Self-Development (Standard 18)

B. Field Experience
1. Field Experience (Standard 19)
2. Capstone Experience (Standard 20)
Guidelines for Writing the Self-Study

Introduction

There are two basic purposes for writing a self-study.

- The self-study is the foundation of the program accreditation process, providing information that asserts and confirms your program’s compliance with all of the CSHSE standards. The site visit validates evidence provided in the self-study. The accreditation process is confirmed through an external review process.
- The self-study process also provides the opportunity for institutional benchmarking. It facilitates an in-depth analysis of the effectiveness of your human services program and identifies its strengths, uniqueness, and areas needing improvement.

The self-study will be evaluated independently by readers who know little or nothing about the program or institution. Writing should take the readers on a well-defined and documented journey through the details of the program. It should be clear and grammatically correct. The following guidelines are provided to assist you in completing the process.

Self-Study Templates

New in 2012: The CSHSE Board approved self-study templates for each degree level which, beginning May 2012, are required for completing the self-study narrative. The templates and the accompanying Matrix Illustrating Relationship of Required Courses to Curriculum Standards can be downloaded from the CSHSE website at: http://www.cshse.org/forms.html. Instructions are embedded in the template for the Required Self-Study Introductory Information and for each Standard and its Specifications. As noted earlier, electronic submission is required for all Initial Accreditation and Reaccreditation self-studies. The single exception is that a paper copy of the self-study narrative must be sent to the Vice President of Accreditation, in addition to the full electronic version. See Appendix F, Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies, for the specific requirements. It is of utmost importance that navigation between the self-study and the supporting documents be straightforward; i.e., information must be either linked between documents with an easy return to the same place in the narrative or organized into folders that are clearly referenced and easily located.

Part I: Preparatory Work

A. Ensure current program membership in the CSHSE.
B. Apply for program accreditation or interim report and review or reaccreditation.
   1. Complete the application and mail it with a check to the address on the form.
   2. Inform the Regional Director (RD) of your intent and use the RD as a consultant for developing and writing your self-study.
   3. Consider completing the Curriculum Matrix, explained in D., before applying. 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 accreditation.
C. Create a Self-Study Committee
   1. Working with a committee can lessen the individual workload, provide multiple perspectives, and insure 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.
   2. Consider including members from some or all of the following groups:
      - Full or part-time faculty who teach in the program,
      - Field practice supervisors,
      - Members of your Advisory Committee,
      - Program alumni, and
      - Current program students.
   3. Set up a schedule of regular meetings.
   4. 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.

D. 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 http://www.cshse.org/forms.html. This matrix drives completion of the self-study narrative in relationship to curriculum and should be done early in the self-study process. Key points to remember about the Matrix:
      • The Matrix must include all courses required for students in the program, which contribute to compliance with the Curriculum Standards and their Specifications.
        NOTE: A program may have one or more specialty options or concentrations in which 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 courses in the Matrix, and a corresponding narrative, that assures that all Curriculum Standards and Specifications are met for each student graduating from the program.
      • 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)/Specification(s).
      • The Matrix must follow the format of the curriculum map prescribed by the CSHSE. See Curriculum Map of Courses to Standards (Matrix) for detailed instructions (beginning on page 20).
   2. Identify the course numbers on the top row of the Curriculum Matrix.
   3. Have faculty members who teach courses required by the program provide information concerning the Standards and Specifications addressed in each course.
   4. Identify Standards or Specifications not addressed in any course.
   5. 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 a 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, Specifications, or guidelines; 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 and administration, and members of your Self-Study Committee, concerning what to include in the narrative and appendices of your self-study.

Part II: General Guidelines for Writing the Self-Study

A. Make your self-study “user friendly” to the readers
   1. Self-Study readers are not paid. 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!
   2. Download the template appropriate to the degree level of your program. The template has a “response” section each time a narrative response is required. Writing should take the readers on a well-defined and documented journey through the details of the program. It should be clear and
3. There are three essential components to a self study: the matrix, the self-study narrative; and the appendices. Readers will be looking for congruency between the matrix and the narrative for the Curriculum Standards, and for appendices that verify compliance statements for all Standards.

4. **Electronic submission (Appendix F).**
   - The self-study narrative and all appendices/attachments must be submitted on one of the following: CD, DVD, or Flash Drive.
   - The Self-Study Template appropriate to the degree level must be used in completing the self-study narrative.
   - Page 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 straightforward. Information must be either linked between documents with an easy return to the same place in the narrative or organized into folders that are clearly referenced and easily located.
   - 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.
   - A single paper copy of the self-study narrative (no attachments/appendices) must be sent to the Vice President of Accreditation.

5. Use a consistent style and format in your narrative for explaining compliance with each Standard and Specifications. Edit for proper format, spelling and grammar.

6. 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., tab references, page numbers, document names, etc.) and how the reader is to interpret the information.

7. Remember to include a glossary of terms (a component of the Required Introductory Material) as they are used in the program and self-study.
   - Define or explain all terms, acronyms, or phrases unique to your self-study.
   - Include terms that may have different meanings in other settings.

B. **Write the narrative in such a way to make your program “come alive” to the reader.**

1. 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, beginning on page 24 (this is included in the template).

2. 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. **Clearly and specifically state the ways in which your program complies with each Standard.**

1. **Explain specifically and concisely how your program complies with each Standard and all of its associated Specifications.** For curriculum standards, there must be congruence between the narrative, matrix, and syllabi.
   - The matrix maps the standards to specific courses.
   - The narrative describes how the standard is met in those same courses. This is done by highlighting lectures, assignments, projects, or other activities appearing in syllabi that address particular Standards and Specifications.

2. **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, attach it to the syllabus.

3. **Identify and address each of the Specifications for a Standard.** The template has a “response”
section following each Specification for each Standard.

4. The narrative 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.

D. Complete the Self-Study Completion Checklist

1. This assures you that all sections of your Self-Study are completed in accordance with the guidelines.

2. The Self-Study Completion checklist is included in Section V, Appendix C.

E. Common Errors in Writing a Self-Study (Careful use of the Self-Study Template should eliminate most, if not all, of these errors.)

1. The most frequent of the “common errors” are:
   • Failure to include Certification of Self-Study page (See Appendix D).
   • Failure to include the Required Introductory Information.
   • Failure to assure congruency between the course identified on the Matrix and the course described in the narrative for the Curriculum Standards.
   • Failure to identify and address in the narrative all Specifications for each Standard.
   • Failure to be sufficiently specific in describing compliance with a Standard and its Specifications.

2. 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.
   a. Sections are not clearly identified or tabbed.
   b. 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.
   c. The format for the narrative portion is not consistent throughout.
   d. The narrative has not been sufficiently edited for spelling and grammatical errors. Errors distract readers from the content.
   e. Narrative does not guide the reader in interpreting evidence provided in the appendices.
   f. Pages in the narrative are not numbered.
   g. Data are 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).

3. The narrative lacks sufficient data to support compliance with the Standards: the reader is asked to assume compliance without sufficient information.
   a. Compliance statements lack specificity and do not explain how a program complies.
   b. The narrative does not address each Specification for each Standard.
Curriculum Map of Courses to Standards

(Matrix Illustrating Relationship of Required Courses to Curriculum Standards)

A curriculum map is designed as a graphic index to help Programs, Self-Study Readers, and Site Visitors identify where Standards are met within the curriculum. The matrix illustrates where in the curriculum and to what degree each Specification is met and identifies any Specifications that are not met. **Remember:** The Matrix must include all courses provided for students in the program, which contribute to compliance with the Curriculum Standards and their Specifications. Electives do not need to be included. They may be addressed in describing the uniqueness of the program.

The curriculum must be modified to meet all Standards and Specifications. It is important, therefore, to map the curriculum early in the self-study process in order to complete the Self-Study in a timely manner. Consult with the Regional Director or Vice President of Accreditation if clarification is needed.

A matrix following the example below must be prepared and included in the Self-Study Report at the beginning of the curriculum section. 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, skills) and the depth or emphasis.

<table>
<thead>
<tr>
<th>Type of Course Content</th>
<th>Depth or Emphasis of Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I = Introduction of topic</td>
<td>L = Low</td>
</tr>
<tr>
<td>T = Theory covered</td>
<td>M = Moderate</td>
</tr>
<tr>
<td>K = knowledge base</td>
<td>H = Heavy</td>
</tr>
<tr>
<td>S = skills practice or field experience</td>
<td></td>
</tr>
</tbody>
</table>

Since this is a sample, only the first Standard at the associate level has been included. Programs are, of course, 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.

<table>
<thead>
<tr>
<th>Required Course #s</th>
<th>HS###</th>
<th>HS###</th>
<th>HS###</th>
<th>HS###</th>
<th>HS###</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 11:</strong> The curriculum shall include the historical development of human services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The historical roots of human services,</td>
<td>K/H</td>
<td></td>
<td>K/M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The creation of the human services profession,</td>
<td>K/H</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Historical and current legislation affecting services delivery, and</td>
<td>I/M</td>
<td></td>
<td>K/H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. How public and private attitudes influence legislation and the interpretation of policies related to human services</td>
<td>I/L</td>
<td></td>
<td>K/M</td>
<td></td>
<td>T/H</td>
</tr>
</tbody>
</table>

[Note: The Matrix for each level of degree is available for downloading (Word document) from the Council website at [http://www.cshse.org/forms.html](http://www.cshse.org/forms.html). The Program must modify the document to match the numbering and identification of its own courses.

Required Certification of Self-Study Page

The format for this page is in Appendix D. 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.
Required Self-Study Introductory Information

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

A. Required Introductory Material: General Introduction to the Program [This in included in the Self-Study Template]

1. Specify the degree(s) offered for which accreditation is being sought.
2. 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.
3. Describe the Program (Do not duplicate information requested in the Specifications for Standard 1.)
   a. Briefly describe the strengths of the Program and any attributes that make the Program unique.
   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.
4. Interim Report and Review and Reaccreditations only
   a. Include a copy of the letter from the Vice President of Accreditation (VPA) sent at the time of the prior accreditation notifying the Program of the disposition of the application for accreditation.
   b. Describe how each condition in the VPA letter has been addressed.
   c. Describe any major program changes since the prior accreditation.
   d. Describe any major curriculum changes since the prior accreditation.
5. If the Program is delivered at multiple sites,
   a. For each site:
      • Describe the physical location and any unique characteristics.
      • Identify the faculty, directors, and staff.
      • Describe the student population.
   b. Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites.

B. Include a glossary of terms as they are used in the self-study and Program materials (e.g., appendices) to provide clarity for the self-study readers.
Section IV: Guidelines for the Site Visit

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. The Interim Report and Review requires a self-study but not a site visit. A Site Visit is required for 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 H: Reader and Site Visitor Policy and Procedures). See the Timeline section for deadlines.

The Vice President of Accreditation assigns readers to independently review the self-study, two of whom will be identified as site visitors. 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 see Appendix L: 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

- A suggested site visit itinerary is included below. Work with the Lead Site Visitor to make any necessary modifications to the itinerary.
- Make travel and lodging arrangements directly rather than reimbursing Site Visitors. This allows the Program more control over expenses.
- Hotel accommodations should be clean and meet Site Visitor needs including:
  - A restaurant or coffee shop should be available in the hotel. 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.
  - 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.
- Find out in advance what process will be required for Site Visitors to be reimbursed for expenses, mileage to/from airports, parking, shuttle or taxi, and other incidental expenses, and provide Site Visitors with the information while there. Try to avoid circumstances where Site Visitors will be asked to submit information more than once.
- Site Visitors are not employees of the Program, but many institutions require social security and other information, as well as enforcing state or federal per diem rates. If this is the case, be certain that Site Visitors know the limitations well in advance and make recommendations for places to eat where meal prices fall within the guidelines.
- A Certificate of Accreditation will not be issued until Site Visitors have been reimbursed.
- Make a copy of the self-study available to Site Visitors during the site visit.
- Provide site visitors with a detailed itinerary upon arrival, including the names and titles of all those expected to attend each meeting.
- Provide a sign-in sheet for each meeting that Site Visitors can include in their report. Include typed names and titles of all expected participants. For the advisory board meeting, for example, include information on agency or other professional relationships (adjunct faculty, for example) that will become part of the Site Visitor Report.
- 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.
- Provide the Site Visitors with a glossary of terms used by your Program that may be unique to your institution.
Suggested Site Visit Itinerary

A site visit is required for initial accreditation and at each 10-year re-accreditation thereafter. There are always two site visitors. Following is an outline of meetings and events that should be scheduled during a site visit, but not necessarily in the order presented. 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.

Site Visitors Arrive Afternoon/Evening – Day 1

Generally, site visitors arrive in the late afternoon the day before the site visit officially begins. Arrangements should be made to pick-up site visitors and take them to the hotel. If the program so desires, a dinner may be arranged to include Site Visitors, faculty, and any other people the Program wishes to include. The dinner provides an opportunity for Site Visitors to meet with the Program Director and others informally to casually visit and get to know each other.

The following itinerary is suggested and the Program should work with the Lead Site Visitor to amend the itinerary to meet the needs of the Program. Please allow a minimum of 15 minutes between meetings. All meetings are required unless marked optional.

Suggested Itinerary -- Day 2

Note: The first three meetings should be done in this sequence. Other meetings may be shifted around to meet Program needs. All meetings are numbers for ease in discussing them, not to indicate a priority of sequence.

<table>
<thead>
<tr>
<th>Allow</th>
<th>Meeting description</th>
</tr>
</thead>
</table>
| Meeting #1 45 minutes | Initial meeting with Department Chair, Program Director, and Program faculty (full time and adjuncts).  
- Explain the Site Visit process.  
- Make any necessary adjustments to the itinerary.  
- Answer any questions regarding the process.  
- Review program strengths identified by the readers. |
| Meeting #2 30 Minutes | Meet with the Chief Academic Officer(s) (e.g., Provost, Vice President of Academic Affairs). No program representatives attend this meeting.  
- Introductions  
- Council background information  
- Questions and answers |
| Meeting #3 90 minutes | Meet with Program Director and other faculty who worked on self-study process.  
- Review Standards using information found in the self-study and data provided to Site Visitors during this meeting.  
- 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.  
- Discuss general program characteristics. |
| Meeting #4 50 minutes | Meet with students informally (Program personnel should not be present)  
- Introductions.  
- Students will be asked what they would like to change, why, and how; what they hope never to change and why, and for general information about courses, fieldwork, advising, grading, and faculty availability. |
| Meeting #5 75 Minutes | Meet with advisory committee members and other college personnel as determined by Site. This meeting is often done over lunch to facilitate participation by committee members employed elsewhere.  
- Frequency of meetings.  
- How the committee advocates for the program. Provide examples.  
- 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. |
<p>| Meeting #6 | Visit library and other resources (e.g., technology services, media centers, computer |</p>
<table>
<thead>
<tr>
<th>Meeting #7</th>
<th>45 minutes</th>
<th><strong>Observe an HS class in progress</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(Optional – this time slot can be used if additional time is needed especially for Meeting #3)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Meeting #8</th>
<th>Evening</th>
<th><strong>Site visitors return to hotel.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Site visitors review information gathered during the day and construct a list of strengths, areas for improvement. Most site visitors will prefer a working dinner this evening rather than dinner with Program representatives.</td>
</tr>
</tbody>
</table>

**Suggested Itinerary -- Day 3**

Note: The last three meetings should be done in this sequence. Other meetings may be shifted around to meet Program needs.

<table>
<thead>
<tr>
<th>Meeting #9</th>
<th>120 minutes [two visits, 60 minutes each]</th>
<th><strong>Visit two fieldwork placement agencies accompanied by the fieldwork/ practicum coordinator, if possible select field placements where students are currently placed.</strong></th>
</tr>
</thead>
</table>
|            |                                        | - 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. |

<table>
<thead>
<tr>
<th>Meeting #10</th>
<th>60 minutes</th>
<th><strong>Site Visitors meet alone to review notes and prepare for next two meetings</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Meeting #11</th>
<th>45 minutes</th>
<th><strong>Site Visitors meet with Department Chair, Program Coordinator, and Faculty (Program &amp; Department)</strong></th>
</tr>
</thead>
</table>
|            |            | - Go over list of strengths.  
- Present areas of concern.  
- 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. |

<table>
<thead>
<tr>
<th>Meeting #12</th>
<th>30 minutes</th>
<th><strong>Site Visitors meet with College President, Chief Academic Officer (e.g., Provost or Vice President of Academic Affairs), Dean, Department Chair, and Program Director</strong></th>
</tr>
</thead>
</table>
|            |            | - Overview of accreditation process and work involved in self-study.  
- Strengths of program.  
- Concerns about resources, etc.  
- Express appreciation for college support of human service program. |

**Site visitors leave in the late afternoon or early evening. If necessary, Site Visitors stay a third night (Day 4) and program pays related expenses.**
## Checklist for Site visit Arrangement

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Item</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Persons involved in each meeting have been notified, have reserved times, and know where the meeting will be held.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meeting spaces have been secured.</td>
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</tr>
<tr>
<td></td>
<td>Travel arrangements have been made, giving consideration to the preferences of each site visitor, e.g., airlines, seats, airports, times of travel, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travel to and from airports and from airport to hotel has been arranged (shuttles, taxi, parking, or pick-up by Program representatives).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hotel reservations have been confirmed. Consider the preferences of each site visitor (e.g., smoking, non-smoking, Internet, etc.). Site visitors have hotel confirmation numbers and directions to the hotel.</td>
<td></td>
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<tr>
<td></td>
<td>Dinner arrangements have been made for the night prior to first day of site visit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The itinerary has been finalized and copies emailed to site visitors (also provide printed copies upon arrival).</td>
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</tr>
<tr>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td></td>
<td>Day 1: Arrangements for breakfast have been made and Site Visitors are aware of arrangements or know they are on their own.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 1: Arrangements for pick-up at hotel or travel from hotel to school have been made. Site visitors know where first meeting will be held and how to find the meeting space.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 1: Transportation to return Site Visitors to the hotel has been arranged.</td>
<td></td>
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<tr>
<td></td>
<td>Day 1: Provide Site Visitors with recommendations for dinner that meet any institutional reimbursement guidelines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 2: Arrangements for breakfast have been made and Site Visitors are aware of arrangements or know they are on their own.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 2: Arrangements for pick-up at hotel or travel from hotel to school have been made. Site visitors know where first meeting will be held and how to find the meeting space.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 2: 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 2: Arrangements for transportation of Site Visitors back to the hotel or to airports of departure have been made, and Site Visitors are aware of who is taking them and where to meet.</td>
<td></td>
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</table>
### Section V: Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>CSHSE National Standards</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Sample table of contents</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Self-study checklist</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Certification of the Self-Study (Signature Page)</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Appeals Policy and Procedures</td>
</tr>
<tr>
<td>Appendix F</td>
<td>CSHSE Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies</td>
</tr>
<tr>
<td>Appendix G</td>
<td>CSHSE Policy for Board Accreditation/Reaccreditation Decisions</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Reader and Site Visitor Policy and Procedures</td>
</tr>
<tr>
<td>Appendix I</td>
<td>CSHSE Policy and Procedures for Complaints</td>
</tr>
<tr>
<td>Appendix J</td>
<td>Policy for Complaints Against CSHSE</td>
</tr>
<tr>
<td>Appendix K</td>
<td>CSHSE Policy on Resolution of Conflicts Between Accreditation Standards and State and/or Local Laws Governing the Human Service Education Program Seeking Accreditation</td>
</tr>
<tr>
<td>Appendix L</td>
<td>CSHSE Policies Relating To: Online Programs, Multi-site Programs, and Institutions/Programs that offer more than one degree level in Human Services</td>
</tr>
<tr>
<td>Appendix M</td>
<td>External Reader Approval Policy</td>
</tr>
</tbody>
</table>
Prior to September 2009, the CSHSE National Standards for Human Services Education combined all degree levels into one document; technical (certificate), associate and advanced levels. In May 2009, the Board of Directors decided to eliminate the technical level and accredit human services degree programs only: associates, baccalaureate, and master’s. The Standards and Specifications for each level are now available by degree level to more easily facilitate the self-study process.

In October 2009, National Standards at the Master’s Degree Level were approved by the CSHSE Board. In October 2010 revisions were made to Standard 4. The Revised October 2010 Standards are included in this Handbook as a part of Appendix A. You can also download the appropriate Standards from the Council website at http://www.cshse.org/forms.html:

- National Standards for Associate Degree in Human Services October 2010 Revised
- National Standards for Baccalaureate Degree in Human Services October 2010 Revised
- National Standards for Master’s Degree in Human Services October 2010 Revised
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.

Specifications for Standard 1

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.

Specifications for Standard 2

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. 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.

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.

Specifications for Standard 3

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.),
   2. Minutes of advisory committee meetings from the last two years, and
   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 and result in modifications to the program as necessary.
Specifications for Standard 4

a. The program has clearly stated measureable student learning outcomes that are tied to the standards and an assessment plan that has been implemented. Provide the following:
   1. Measureable student learning outcomes,
   2. Assessment plan, and
   3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.

b. The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (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:
   1. A history of program evaluations,
   2. A description of the methodology,
   3. A summative analysis of the most recent evaluation, and
   4. A description of how and in what way the evaluation resulted in any change.

c. The program must routinely provide reliable information to the public on its performance, including student achievement. Provide the following:
   1. Mechanisms used to share evaluative data with internal and external stakeholders, and
   2. Content of information shared.

E. Standards 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.

Specifications for Standard 5

a. Provide documentation of policies regarding the selection and admission of students.

b. Provide documentation of policies and procedures for enrolling, advising, counseling, and assisting students with special needs (e.g., minorities, students with disabilities, or otherwise disadvantaged or underrepresented students) in order to assure entrance of qualified individuals of diverse background and conditions. These policies must be consistent with the institution’s policies.

c. Provide documentation of policies and procedures for referring students for personal help.

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

e. Provide documentation of policies and procedures for managing students with behavior or legal problems that may interfere with their development as human services 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.

**Specifications for Standard 6**

a. Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:
   1. Faculty have education in various disciplines and experience in human services or related fields, and
   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. Essential Program Roles**

*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 the essential program roles and provide professional development opportunities for faculty and staff.

**Specifications for Standard 7**

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:
   1. A brief description of how the essential roles are fulfilled in the program, and
   2. A table matching faculty and staff positions and names with these roles.

c. Describe how faculty and staff are provided opportunities for appropriate professional development.

**H. Faculty and Staff Evaluations**

*Context* In order to assure that all essential roles are continually fulfilled in a way that is relevant to community and student needs, programs need to periodically evaluate the performance of each faculty or staff member in relationship to individual essential role responsibilities (see Standard 7).

**Standard 8**: Evaluations for each faculty and staff member shall reflect the essential roles and be conducted at least every two years.

**Specifications for Standard 8**

a. Describe the process for faculty and staff evaluation.

b. Summarize documentation for faculty or staff evaluations and how they relate to the role statements. Documentation shall come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.

c. Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.
I. **Program Support**  
*Context:* To remain relevant to community and student needs, human services programs require adequate faculty, staff, and program resources.  

**Standard 9:** The program shall have adequate faculty, staff, and program resources to provide a complete program.  

**Specifications for Standard 9**  
- Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.  
- 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.  
- Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.  
- Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.  
- Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

J. **Transfer Advising**  
*Context:* In order to facilitate transfer of credits, link programs, and reduce confusion, each program should evaluate previous learning from lower level or parallel transfer programs and from life experiences. In addition, it should promote acceptance of credits from/by other institutions.  

**Standard 10:** Each program shall make efforts to increase the transferability of credits to other academic programs.  

**Specifications for Standard 10**  
- Describe formal and informal efforts to collaborate with other human services programs on the transfer of credits.  
- Briefly describe problems encountered by students in transferring credits.  
- Summarize any formal and informal articulation agreements and describe how students receive the information.  
- If the program grants credit for prior experiential learning, waives required credits, or allows substitution of required credits, document how the learning is substantiated and verified as equivalent to the field study hours or courses for which it is substituted.

II. **CURRICULUM: ASSOCIATE DEGREE**  
The paragraph preceding each standard describes the context for the standard. The specifications following each curriculum standard define the content for the associate degree in human services. Each higher level of degree requires both additional content and a greater depth of knowledge, theory, and skills. The curriculum standards are divided into two parts: (A) Knowledge, Theory, Skills and Values, and (B) Field Practice. Note that critical thinking is included throughout the Specifications through words such as analyze, assess, appropriately respond, etc.
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.

   **Specifications for Standard 11**
   Demonstrate how the following are included as a major emphasis of the curriculum:
   a. The historical roots of human services.
   b. The creation of the human services profession.
   c. Historical and current legislation affecting services delivery.
   d. How public and private attitudes influence legislation and the interpretation of policies related to human services.

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.

   **Specifications for Standard 12**
   Demonstrate how the following are included as a major emphasis of the curriculum:
   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, and
      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 Services Delivery Systems**

   *Context:* The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

   **Standard 13:** The curriculum shall address the scope of conditions that promote or inhibit human functioning.

   **Specifications for Standard 13**
   
   Demonstrate how the following are included as a major emphasis of the curriculum:
   
   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 Management**

   *Context:* The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

   **Standard 14:** The curriculum shall provide knowledge and skills in information management.

   **Specifications for Standard 14**
   
   Demonstrate how the following are included as a major emphasis of the curriculum:
   
   a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.
   b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.
   c. Compiling, synthesizing, and categorizing information.
   d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is:
      1. Provided in written or oral form, and
      2. Provided in a timely manner.
   e. Maintaining client confidentiality and appropriate using client data.
   f. Using technology for word processing, sending email, and locating and evaluating information.

5. **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 services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.
Specifications for Standard 15
Demonstrate how the following are included as a major emphasis of the curriculum:
   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. Interventions and Direct Services
Context: Human services 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 in direct service delivery and appropriate interventions.

Specifications for Standard 16
Demonstrate how the following are included as a major emphasis of the curriculum:
   a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
   b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.
   c. Knowledge and skill development in the following areas:
      1. Case management,
      2. Intake interviewing,
      3. Individual counseling,
      4. Group facilitation and counseling,
      5. Location and use of appropriate resources and referrals, and
      6. 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.

Specifications for Standard 17
Demonstrate how the following are included as a major emphasis of the curriculum:
   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.
Specifications for Standard 18
Demonstrate how the following are included as a major emphasis of the curriculum:

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 on the NOHS website).

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.

Specifications for Standard 19

Demonstrate how the following are included as a major emphasis of the curriculum:

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 services 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 Number 20: The program shall provide field experience that is integrated with the curriculum.

Specifications for Standard 20

As evidence of meeting this standard, programs must:

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:
   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.
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.

Specifications for Standard 1

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.

Specifications for Standard 2

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. Provide a matrix mapping the curriculum Standards (11-21) 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.

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.

Specifications for Standard 3

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.),
   2. Minutes of advisory committee meetings from the last two years, and
   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 and result in modifications to the program as necessary.

Specifications for Standard 4

a. The program has clearly stated measureable student learning outcomes that are tied to the standards and an assessment plan that has been implemented. Provide the following:
   1. Measureable student learning outcomes,
   2. Assessment plan, and
3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.
   
b. The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (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:
   1. A history of program evaluations,
   2. A description of the methodology,
   3. A summative analysis of the most recent evaluation, and
   4. A description of how and in what way the evaluation resulted in any change.

c. The program must routinely provide reliable information to the public on its performance, including student achievement. Provide the following:
   1. Mechanisms used to share evaluative data with internal and external stakeholders, and
   2. Content of information shared.

E. Standards 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.

   Specifications for Standard 5
   
a. Provide documentation of policies regarding the selection and admission of students.

b. Provide documentation of policies and procedures for enrolling, advising, counseling, and assisting students with special needs (e.g., minorities, students with disabilities, or otherwise disadvantaged or underrepresented students) in order to assure entrance of qualified individuals of diverse background and conditions. These policies must be consistent with the institution’s policies.

c. Provide documentation of policies and procedures for referring students for personal help.

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

e. Provide documentation of policies and procedures for managing students with behavior or legal problems that may interfere with their development as human services 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.
Specifications for Standard 6
a. Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:
   1. Faculty have education in various disciplines and experience in human services or related fields, and
   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. Essential Program Roles

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 the essential program roles and provide professional development opportunities for faculty and staff.

Specifications for Standard 7
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.
      1. Provide a brief description of how the essential roles are fulfilled in the program, and
      2. Provide a table matching faculty and staff positions and names with these roles.
   c. Describe how faculty and staff are provided opportunities for appropriate professional development.

H. Faculty and Staff Evaluations

Context: In order to assure that all essential roles are continually fulfilled in a way that is relevant to community and student needs, programs need to periodically evaluate the performance of each faculty or staff member in relationship to individual essential role responsibilities (see Standard 7).

Standard 8: Evaluations for each faculty and staff member shall reflect the essential roles and be conducted at least every two years.

Specifications for Standard 8
a. Describe the process for faculty and staff evaluation.
   b. Summarize documentation for faculty or staff evaluations and how they relate to the role statements. Documentation shall come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.
   c. Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.

I. Program Support

Context: To remain relevant to community and student needs, human services programs require adequate faculty, staff, and program resources.

Standard 9: The program shall have adequate faculty, staff, and program resources to provide a complete program.

Specifications for Standard 9
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. Transfer Advising

_Context:_ In order to facilitate transfer of credits, link programs, and reduce confusion, each program should evaluate previous learning from lower level or parallel transfer programs and from life experiences. In addition, it should promote acceptance of credits from/by other institutions.

**Standard 10:** Each program shall make efforts to increase the transferability of credits to other academic programs.

**Specifications for Standard 10**

a. Describe formal and informal efforts to collaborate with other human services programs on the transfer of credits.

b. Briefly describe problems encountered by students in transferring credits.

c. Summarize any formal and informal articulation agreements and describe how students receive the information.

d. If the program grants credit for prior experiential learning, waives required credits, or allows substitution of required credits, document how the learning is substantiated and verified as equivalent to the field study hours or courses for which it is substituted.

II. CURRICULUM: BACCALAUREATE DEGREE

The paragraph preceding each standard describes the _context_ for the standard. The specifications following each curriculum standard define the _content_ for the baccalaureate degree in human services. Each higher level of degree requires both additional _content_ and a greater depth of knowledge, theory, and skills. The curriculum standards are divided into two parts: (A) Knowledge, Theory, Skills and Values, and (B) Field Practice. Note that critical thinking is included throughout the Specifications through words such as analyze, assess, appropriately respond, etc.

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.

**Specifications for Standard 11**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:
a. The historical roots of human services.
b. The creation of the human services profession.
c. Historical and current legislation affecting services delivery.
d. How public and private attitudes influence legislation and the interpretation of policies related to human services.
e. Differences between systems of governance and economics.
f. Exposure to a spectrum of political ideologies.
g. 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.

Specifications for Standard 12
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

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, and
   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.
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 Services Delivery Systems

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

Specifications for Standard 13
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a. The range and characteristics of human services 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. Economic and social class systems including systemic causes of poverty.
e. Political and ideological aspects of human services.
f. International and global influences on services delivery.
g. Skills to effect and influence social policy.

4. **Information Management**

*Context:* The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

**Standard 14:** The curriculum shall provide knowledge and skills in information management.

**Specifications for Standard 14**
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.
b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.
c. Compiling, synthesizing, and categorizing information.
d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is:
   1. Provided in written or oral form, and
   2. Provided in a timely manner.
e. Applying maintenance of client confidentiality and appropriate use of client data.
f. Using technology for word processing, sending email, and locating and evaluating information.
g. Performing an elementary community-needs assessment.
h. Conducting a basic program evaluation.
i. Utilizing research findings and other information for community education and public relations.
j. Using technology to create and manage spreadsheets and databases.

5. **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 services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

**Specifications for Standard 15**
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a. Analysis and assessment of the needs of clients or client groups.
b. Development of goals, design, and implementation of a plan of action.
c. Evaluation of the outcomes of the plan and the impact on the client or client group.
d. Program design.
e. Program implementation.
f. Program evaluation.
6. **Interventions and Direct Services**

   *Context:* Human services 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 in direct service delivery and appropriate interventions.

   **Specifications for Standard 16**
   Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:
   a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
   b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.
   c. Knowledge and skill development in the following areas:
      1. Case management,
      2. Intake interviewing,
      3. Individual counseling,
      4. Group facilitation and counseling,
      5. Location and use of appropriate resources and referrals, and
      6. 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.

   **Specifications for Standard 17**
   Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:
   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**

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

   **Specifications for Standard 18**
   Demonstrate how the knowledge, theory, and skills for each of the following areas are included, analyzed, and applied in the curriculum:
   a. Managing organizations through leadership and strategic planning.
   b. Supervision and human resource management.
   c. Planning and evaluating programs, services, and operational functions.
   d. Developing budgets and monitoring expenditures.
   e. Grant and contract negotiation.
   f. Legal and regulatory issues and risk management.
g. Managing 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.

9. 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 19:** The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

**Specifications for Standard 19**
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

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 on NOHS website).

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.

**Specifications for Standard 20**
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

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 services 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.

Specifications for Standard 21

As evidence of meeting this standard, programs must:

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 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:
   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.
I. GENERAL PROGRAM CHARACTERISTICS

A. Institutional Requirements and Primary Program Objective

Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities, and/or provide other functions required to support human services organizations.

Specifications for Standard 1
   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

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.

Specifications for Standard 2
   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 (9-20) 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.
C. Academic Advisory Committee

**Standard Number 3**: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession.

**Specification for Standard 3**

a. An Academic Advisory Committee shall be established to provide information and direction regarding local, state, and national trends and needs, legislative and policy changes, and current research. The committee should include faculty and students from the program, academics from other disciplines, researchers, legislators, and practitioners. Provide the following:
   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, and
   3. Narrative describing how the committee interfaces with the program in relationship to specific issues.

D. Program Evaluation

**Standard 4**: The program shall conduct, and report to the public, organized, systematic, and sustained evaluative processes to determine its effectiveness and to modify and improve the program.

**Specifications for Standard 4**

a. The program has clearly stated measureable student learning outcomes that are tied to the standards and an assessment plan that has been implemented. Provide the following:
   1. Measureable student learning outcomes,
   2. Assessment plan, and
   3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.

b. Provide evidence that an ongoing review process occurs, including such instruments as student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of an advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:
   1. A history of program evaluation,
   2. A description of the methodology,
   3. A summative analysis of the most recent evaluation, and
   4. A description of how and in what way the evaluation resulted in any change.

c. The program must routinely provide reliable information to the public on its performance, including student achievement. Provide the following:
   1. Mechanisms used to share evaluative data with internal and external stakeholders, and
   2. Content of information shared.

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

**Standard 5**: The program shall have written standards and procedures for admitting, retaining, and dismissing students that are clear, consistent with its mission and purposes, and available to all students and prospective students through appropriate publications.
Specifications for Standard 5
a. Provide documentation of policies regarding the selection and admission of students.
b. Provide documentation of policies and procedures for enrolling, advising, counseling, and assisting students with special needs in order to assure entrance of qualified individuals of diverse background and conditions. 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 policies and procedures regarding students with behavior or legal problems that may interfere with their development as human services professionals.

F. Credentials of Program Faculty

Standard 6: The competencies of the faculty shall include a strong and diverse knowledge base, scholarly contribution to the advancement of the profession, and clinical or practical experience in the field.

Specifications for Standard 6
a. Provide evidence that all faculty have a doctoral degree.
b. Provide curriculum vitae of all full-time and part-time faculty.
c. Provide evidence that the faculty as a group represent various disciplines and experience appropriate to the degree offering.

G. Faculty and Staff Roles and Evaluation

Standard 7: Faculty are adequate in number to fulfill essential roles of curriculum development and review, instruction, and assessment of learning, program planning and evaluation, and student advising.

Specifications for Standard 7
a. Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.
b. Provide a table matching faculty positions and names with essential roles and a brief description of how the roles are fulfilled in the program.
c. Provide rationale for faculty workloads including the use of part-time faculty in fulfilling these roles.
d. Describe the process for faculty evaluation. Documentation shall come from a variety of sources and may include, among others, student evaluations and administrative and peer reviews.
e. Document how an evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.

H. Program Support Personnel and Resources

Standard 8: The program shall have adequate faculty, staff, and program resources to provide a complete program.

Specifications for Standard 8
a. Include narrative and budgetary information demonstrating 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.
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.

f. Describe how faculty and staff are provided opportunities for appropriate professional development.

II. CURRICULUM

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, bibliographic 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.

A. Knowledge, Theory, Skills, and Values

1. History

   **Standard 9:** The curriculum shall include the historical development of human services.

   **Specifications for Standard 9**
   Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
   a. The historical roots of human services.
   b. The creation of the human services profession.
   c. Historical and current legislation affecting services delivery.
   d. How public and private attitudes influence legislation and the interpretation of policies related to human services.
   e. Differences between systems of governance and economics.
   f. Exposure to a spectrum of political ideologies.
   g. Skills to analyze and interpret historical data for application in advocacy and social change.

2. Human Systems

   **Standard 10:** The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

   **Specifications for Standard 10**
   Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
   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, and
      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, age, 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.

3. Human Services Delivery Systems

**Standard 11**: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

**Specifications for Standard 11**
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:

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. International and global influences on services delivery.

g. Skills to effect and influence social policy.

4. Information Management

**Standard 12**: The curriculum shall provide knowledge and skills in information management.

**Specifications for Standard 12**

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:

a. Knowledge and skills to obtain information through observation and research.

b. Respect for client confidentiality and appropriate use of professionally relevant client 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. Completion of a research project or scholarly paper.

5. Program Planning and Evaluation

**Standard 13**: The curriculum shall provide knowledge, theory and skills in systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

**Specifications for Standard 13**

Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
a. Program planning and design.
b. Program implementation.
c. Program evaluation.
d. Knowledge, theory, and skills to perform a community-needs assessment.

6. Interventions and Direct Services

**Standard 14:** The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

**Specifications for Standard 14**
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:

a. Skills to provide direct services to individuals or groups.
b. Theory, knowledge and intervention skills to interact with clients using appropriate prevention, intervention, and maintenance strategies and techniques to achieve maximum autonomy and functioning.
c. Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.
d. Skills to evaluate the outcomes of the action plan.
e. Knowledge, theory, and skills in the following areas:
   1. Case management,
   2. Intake interviewing,
   3. Individual counseling,
   4. Group facilitation and counseling,
   5. Location and use of appropriate resources and referrals, and
   6. Use of consultation.

7. Interpersonal Communication

**Standard 15:** Learning experiences shall be provided for the student to develop his or her interpersonal skills.

**Specifications for Standard 15**
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:

a. Clarifying expectations.
b. Dealing effectively with conflict on varying levels of societal systems.
c. Establishing rapport with clients, colleagues, and constituents.
d. Maintaining behavior that is congruent with the values and ethics of the profession.
e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

8. Administrative

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

**Specifications for Standard 16**
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:

a. Organization management.
b. Supervision.
c. Operational and strategic planning including assessment practices.
d. Developing budgets and monitoring expenditures.
e. Grant and contract negotiation.
f. Legal/regulatory issues and risk management.
g. Managing 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.

9. Client-Related Values and Attitudes

**Standard 17:** The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

**Specifications for Standard 17**
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:

a. Choosing the least intrusive intervention in the least restrictive environment.

b. Respect for client self-determination.

c. Respect for confidentiality of information.

d. Recognition of the worth and uniqueness of the individual including ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status.

e. Recognition that individuals, services systems, and society change.

f. Interdisciplinary team approaches to problem solving.

g. Respect for 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 on NOHS website).

10. Self-Development

**Standard 18:** The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

**Specifications for Standard 18.**
Demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:

a. Conscious use of professional self.

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

c. Clarification of values.

d. Awareness of diversity.

e. Strategies for self-care.

B. Field Experience

1. **Minimum Requirements**

   Field experience is a learning experience 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. It should be an integral part of the total education process.

   **Standard 19:** The program shall provide field experience that is integrated with the curriculum and demonstrates conceptual mastery of the field of professional practice.
Specifications for Standard 19
a. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.).
b. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements.
c. Provide documentation of written agreements with field agencies that specify the student's role, activities, outcomes, supervision, and field instruction.
d. Provide syllabi for required seminars. Seminar hours are not included in field experience hours.
e. Provide evidence that a minimum of one academic credit is awarded for each three hours of weekly field experience.
f. Demonstrate that the field experience is structured with clear learning outcomes and methods of evaluation.
g. Demonstrate the field supervisors have a minimum of a master's degree.
h. Demonstrate 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.
i. Demonstrate 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.
j. The program shall provide a minimum of 350 clock hours of field experience that may include internship hours done in a human services setting as a requirement of a prior degree programs. Field experience hours done in CSHSE accredited human services programs may be included in clock hours.
k. Field work may be waived if student has extensive experience provided specific criteria, policies, and procedures are followed and documented.

Standard 20: The program shall provide a capstone experience that demonstrates conceptual mastery of the field of professional practice; for example, a portfolio, project, or thesis.

Specifications for Standard 20
a. Provide rationale for each option offered.
b. Document specific criteria for all options offered.
c. Document specific criteria for assessment.
d. Document policies and procedures for appealing decisions.
# APPENDIX B

## SAMPLE TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Page #</th>
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<tbody>
<tr>
<td>Certification of the Self-Study (Signed originals in each copy)</td>
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<tr>
<td>List of Appendices/Attachments</td>
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<tr>
<td><strong>Required Self-Study Introductory Information</strong></td>
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<td>Degrees for which accreditation is being sought</td>
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<tr>
<td>Institutional Context for the Program</td>
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<tr>
<td>Program Strengths and Unique Attributes</td>
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<tr>
<td>Core Curriculum Requirements for All Students</td>
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<tr>
<td>Additional Program Information</td>
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<tr>
<td>Anticipated Changes in the Program or Institution</td>
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<tr>
<td>Action Plans for Problems Identified</td>
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<tr>
<td><strong>For Reaccreditation Self-Studies Only</strong></td>
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<tr>
<td>Letter from Vice President of Accreditation sent at prior accreditation</td>
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<tr>
<td>Responses to Recommendations in the Letter</td>
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<tr>
<td>Major Program Changes</td>
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<tr>
<td>Major Curriculum Changes</td>
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<td><strong>For Programs with Multiple Sites Only</strong></td>
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<tr>
<td>Individual Site Descriptions</td>
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<tr>
<td>Site Specific Faculty, Directors, and Staff</td>
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<tr>
<td>Site Specific Student Population</td>
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<tr>
<td>Assurance of Continuity and Quality Across All Sites</td>
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<tr>
<td><strong>Glossary of Terms</strong></td>
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<tr>
<td><strong>Part I: General Program Characteristics (Standards 1-10 for Associate and Baccalaureate Degree levels; Standards 1-8 for Master’s Degree level)</strong></td>
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<tr>
<td>Standards</td>
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<tr>
<td>List Standards and identify page number appropriate to the degree level of the program</td>
<td></td>
</tr>
<tr>
<td><strong>Part II: Curriculum (Standards 11-20 Associate Degree level; 11-21 Baccalaureate Degree level; 9-20 Master’s Degree level)</strong></td>
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<tr>
<td>Introduction to Part II – Overview of Curriculum Components</td>
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<tr>
<td>Curriculum Map of Courses to Standards (Matrix)</td>
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<tr>
<td>Standards</td>
<td></td>
</tr>
<tr>
<td>List Standards and identify page number appropriate to the degree level of the program</td>
<td></td>
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<tr>
<td>Introduction to Part II, II – Field Experience</td>
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<tr>
<td>Standard(s)</td>
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<tr>
<td>List Standard or Standards and identify page number appropriate to the degree program</td>
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</tbody>
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# APPENDIX C
## SELF-STUDY CHECKLIST
Council for Standards in Human Service Education (CSHSE)

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>DATE COMPLETED</th>
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<tr>
<td><strong>CERTIFICATION OF SELF-STUDY PAGE IS CORRECTLY FORMATTED AND INCLUDES THE REQUIRED INFORMATION</strong></td>
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<tr>
<td>Spelling and grammar checked</td>
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</tr>
<tr>
<td>Document edited</td>
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</tr>
</tbody>
</table>

## PREPARATORY WORK

A. Program membership in the CSHSE is current

B. Application for program accreditation/reaccreditation

Application mailed to VPA for the Council

Confirmatory letter and/or email from VPA in hand

Regional Director

Contacted

Involved in self-study development process

C. Self-Study Committee

Membership Represents:

- Full and part-time program faculty
- Clinical supervisors
- Advisory Committee
- Program graduates
- Current students

Regular meeting schedule

Committee members and program faculty understand standards

Committee tasks:

- All Standards appropriate to degree level reviewed
- Program compliance with each standard assessed
- Plan and timetable for achieving compliance with each standard
- Plan and timetable for writing self-study

D. Folder for each standard
<table>
<thead>
<tr>
<th>Documents in folder to verify compliance with each standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>No missing items</td>
</tr>
<tr>
<td>Contains faculty and Advisory Committee comments/advice</td>
</tr>
</tbody>
</table>

**E. Matrix Illustrating Relationship of Required Courses to Curriculum Standards**

- 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
- Matrix completed early in the self-study process

**GENERAL GUIDELINES**

**A. Make the self-study “user friendly”**

<table>
<thead>
<tr>
<th>Certification of the Self-Study Page is properly completed using format in Appendix D of Member Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Self-Study Introduction Information is included and each section is specifically identified and addressed</td>
</tr>
<tr>
<td>Narrative is completed using the Self-Study Template and is in PDF format</td>
</tr>
<tr>
<td>Pages in the narrative and all attachments/appendices are numbered and all attachments are in PDF format</td>
</tr>
<tr>
<td>Attachments/appendices are included in the Table of Contents</td>
</tr>
<tr>
<td>Course syllabi are included from required courses for all students and, if appropriate, required courses for students in concentrations</td>
</tr>
<tr>
<td>Table of Contents for narrative present and properly located</td>
</tr>
<tr>
<td>Table of Contents for appendices/attachments present and properly located</td>
</tr>
<tr>
<td>Consistent format for each standard</td>
</tr>
<tr>
<td>All sections clearly labeled and navigation between the self-study narrative and supporting documents is user friendly</td>
</tr>
<tr>
<td>Appendices/attachments consistently referenced to verify compliance</td>
</tr>
<tr>
<td>Appendices/attachments in logical order as possible</td>
</tr>
<tr>
<td>Appendices/attachments consistently described in narrative</td>
</tr>
</tbody>
</table>

**B. Narrative makes program “come alive”**

<table>
<thead>
<tr>
<th>Strengths and uniqueness of program always highlighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossary of Terms in Introduction section of narrative:</td>
</tr>
<tr>
<td>Define all terms and acronyms</td>
</tr>
<tr>
<td>Reader will know the program and community</td>
</tr>
<tr>
<td>Detail provided, but not too much</td>
</tr>
</tbody>
</table>

**C. Clear statements of how program complies with each standard**
### Guidelines Related to Standards

#### A. Standards #1-10 – General Program Characteristics

- 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

#### B. Curriculum Standards (#11-20 Associate; #11-21 Baccalaureate; #9-20 Master’s)

- Use *Matrix Illustrating Relationship of Required Courses to Curriculum Standards* as reference framework
- Introductory overview to Curriculum Standards (optional)
- Each standard addressed separately
- All specifications for each standard are addressed
- Specific courses complying with standard and its specifications are identified and match courses identified in *Matrix Illustrating Relationship of Required Courses to Curriculum Standards*
  - How courses comply with specification is explained
  - Specific assignments, class exercises, activities highlighted
  - Assignments not included in a syllabus are explained in the narrative
  - All syllabi included in appendices/attachments and referenced in the narrative
- Manual and other materials relevant to field placements in appendices/attachments and referenced in the narrative
APPENDIX D

FORMAT FOR CERTIFICATION OF SELF-STUDY

Include a signed original page in each copy of the self-study using the following format:

NOTE: For electronic submissions, a PDF copy of the original signed certification page is sufficient to meet this requirement.

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 E

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 Board of CSHSE to reconsider its decision regarding the program’s accreditation status. The grounds for appeal are: (1) that the CSHSE Board made a serious error in its written policies/procedures and/or (2) that the CSHSE Board’s initial decision was 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 regional director 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 and a faculty member from another comparable accredited program, not located in the Appellant’s region.
   b) The CSHSE President appoints the two CSHSE-approved external readers and the appellant chooses the faculty member who is from a comparable accredited program not located in the appellant’s region. This faculty member is neither a legal
representative for the appellant nor has a vested interest in the outcome of the appeal. The Appellant sends the faculty member’s name to the CSHSE President, who then communicates with the faculty member.

c) 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.

d) 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 120 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 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.
<table>
<thead>
<tr>
<th>ACTION</th>
<th>TIMELINE</th>
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</thead>
<tbody>
<tr>
<td>A program is notified of the CSHSE Board decision on its accreditation status</td>
<td>30 days after CSHSE Board meeting at which its accreditation status was decided</td>
</tr>
<tr>
<td>Program files an Appeals Request Form and supporting material with CSHSE Vice President of Accreditation</td>
<td>Within 60 days of notification letter from the CSHSE Vice President of Accreditation</td>
</tr>
<tr>
<td>Vice President of Accreditation notifies the appellant and the CSHSE Board that the appeal has been received</td>
<td>Within 70 days of notification letter from the CSHSE Vice President of Accreditation</td>
</tr>
<tr>
<td>CSHSE President selects two external readers and appellant chooses a faculty member. Appellant provides the name of the faculty member to the CSHSE President, who then communicates with the faculty member and appoints the Appeals Panel</td>
<td>Within 90 days of notification letter from the CSHSE Vice President of Accreditation</td>
</tr>
<tr>
<td>Appeals Panel members send recommendations and explanations to the CSHSE Vice President of Accreditation</td>
<td>Within 120 days of notification letter from the CSHSE Vice President of Accreditation</td>
</tr>
<tr>
<td>CSHSE President presents the Appeal Panel’s recommendations and explanations to the CSHSE Board for its final decision.</td>
<td>At the next regular meeting or a called special meeting</td>
</tr>
<tr>
<td>CSHSE Vice President of Accreditation notifies appellant of the CSHSE Board decision, which is final</td>
<td>Within 10 days after the Board meeting</td>
</tr>
</tbody>
</table>

Approved February 2007

Revised February 2011
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):

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

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**Appeal Details**

Attach a letter addressing the following:

1. Accreditation status decision being appealed and desired outcome.

2. State specifically the grounds for the appeal: Grounds are restricted to the following:
   a. that the CSHSE Board made a serious error in its written policies/procedures, and/or
   b. that the CSHSE Board’s initial decision was contrary to the weight of evidence.
APPEALS PANEL MEMBER’S RECOMMENDATION AND EXPLANATIONS

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

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

1.1. Electronic Submission is Required for all Initial Accreditation and Reaccreditation (including Interim Report and Review) Self-Studies

1.1.1. Submission Format: the self-study narrative and all appendices/attachments must be submitted on one of the following: CD, DVD, or Flash Drive.

1.1.1.1. The Self-Study Template appropriate to the degree level must be used in completing the self-study narrative.

1.1.1.2. Pages in the narrative and all attachments/appendices must be numbered.

1.1.1.3. Attachments/Appendices must be included in the Table of Contents, which is part of the narrative.

1.1.1.4. Navigation between the self-study narrative and supporting documents must be straightforward. Information must be either linked between documents with an easy return to the same place in the narrative or organized into folders that are clearly referenced and easily located.

1.1.2. 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.

1.1.3. Additional Requirements for the Self-Study Narrative: a single paper copy of the self-study narrative (no attachments/appendices) must be sent to the Vice President of Accreditation.
APPENDIX G

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 at the appropriate Board Meeting (see schedule of deadlines in Member Handbook) based on: reader reports evaluating the self-study; site visitor reports; and policies and procedures of the Board. Programs under review will be informally notified of Board action via email, by the Vice President of Accreditation, within 10 days, and formally notified of Board action, by a letter from the Vice President of Accreditation, within 30 days. Board action will also be posted on the website within 30 days following the Board decision.

A. Accredited with no conditions—approval of initial accreditation/reaccreditation with no conditions; all Standards are considered met; recommendations may be stated but no follow-up is required until the next accreditation. These recommendations are not specifically dictated by the Standards and are intended to enhance the quality of the program and/or the next accreditation self-study.

B. Accredited with provisions—approval of initial accreditation/reaccreditation articulating specific requirements for the next reaccreditation period:
   1. The provisions are dictated by the Standards and must be met and documented prior to the next reaccreditation, but no interim Progress Report is required.
   2. The provisions are dictated by the Standards, or are related to activities that were being implemented at the time a self-study was submitted and/or when a site visit was conducted. The CSHSE will specify the requirements that must be addressed in an interim Progress Report, which will be due at a time determined by the CSHSE.

C. Tabling Accreditation/Reaccreditation consideration because the self-study is incomplete, and there is not sufficient information to make a decision:
   1. Accreditation/Reaccreditation consideration is tabled by a majority of the readers. A majority of the self-study readers have independently determined that the self-study does not provide adequate evidence of compliance with the Standards and Specifications or that the previous CSHSE requirements for reaccreditation have not been sufficiently addressed. [CSHSE Reader/Site Visitor Policy and Procedure, A.6.0 – A.6.4]
      a. The Vice President of Accreditation (VPA), in consultation with the Lead Reader and Regional Director, notifies the program of the additional evidence required to demonstrate compliance with the Standards and Specifications.
      b. Upon notification by the Vice President of Accreditation, a program is given 90 days to work with the Regional Director to achieve compliance. Supporting documentation will be submitted to the VPA, the Regional Director, and each reader.
      c. The Lead Reader makes a recommendation for further action to the VPA.
         If information is not received within 90 days, the program must reapply for accreditation.
   2. Accreditation/Reaccreditation is tabled by the CSHSE Board. The Board decides to postpone an accreditation decision because the self-study is incomplete, and there is not sufficient information to make a decision.
a. When consideration has been tabled, the program must furnish the requested information no less than 30 days prior to the next Board meeting.

b. If the information is not furnished, then the accreditation will not be approved.

3. **Initial accreditation decision is tabled.** The program shows promise but a majority of the readers (evaluators) has identified issues of concern and recommends that the program be given a specified time period to address those concerns and to re-submit its self-study.

4. **Reaccreditation is tabled.** Programs that cannot meet deadlines due to extenuating circumstances may request an extension of up to one year by submitting a letter of request to the Vice President of Accreditation. When an extension is granted, accreditation will be continuous from the date the accreditation was due. [Member Handbook, p. 4]

D. **Non-approval of accreditation:** Accreditation is denied under the following circumstances:

   a. The program does not meet accreditation standards.

   b. The program has not furnished the requested information and/or documentation when an accreditation decision has been deferred by the Board (see Tabled by the CSHSE Board)

**Other CSHSE Board actions:** In addition to the four actions that can be taken by the CSHSE Board, circumstances may warrant the following:

1. **Warning related to accreditation status:** the CSHSE acts to warn a program that its accreditation may be in jeopardy when the program is not in compliance with one or more CSHSE National Standards. A follow-up report (see below) is required to demonstrate that the program has taken appropriate steps toward compliance. Warning indicates that the CSHSE believes that, although the program is out of compliance, the program has the capacity to sustain itself in the long term. Depending upon the circumstances related to the Warning, a site visit may be required.

**Follow-up Report** – a substantive, detailed report required when a program:

1. is not in compliance with one or more Standards;
2. has potential to become non-compliant with CSHSE Standards;
3. has issues that are more complex or numerous to be addressed in standard reporting formats.
4. has a substantiated complaint against it.

The Follow-up Report will contain the following:

a. A complete and comprehensive assessment of the issue and/or problem(s) under review;

b. An appropriate plan for achieving compliance within a reasonable time frame;

c. A detailed timeline for completion of the plan;

d. Evidence that the plan has been implemented according to the established timeline; and
e. Reasonable assurance that the program can and will achieve compliance as stated in the plan.

2. Conditional Accreditation: The CSHSE places a program on Conditional Accreditation when, in the CSHSE’s judgment, the program is not in compliance with one or more of the CSHSE’s Standards, and this non-compliance is sufficiently serious, extensive or acute that it raises concerns about one or more of the following:

a. the adequacy of the education provided by the program;
b. the program’s capacity to make appropriate improvements in a timely fashion; or
c. the program’s capacity to sustain itself in the long term.

If the CSHSE has previously tabled consideration or issued the program a warning, the CSHSE may place a program on Conditional Accreditation if it determines that the program has failed to satisfactorily address, in a timely manner, the CSHSE’s concerns in either the prior action of tabling or warning regarding compliance with CSHSE Standards. The action of Conditional Accreditation is accompanied by a request for a follow-up report (see Follow-up Report above) describing actions taken by the program to achieve compliance. A site visit may be required before removal of Conditional Accreditation is considered.

a. Conditional Accreditation will not exceed one year.

b. A program placed on Conditional Accreditation may request reconsideration and present its case for restoration of accreditation through the Appeals Process. (see Appeals Policy and Procedures, Member Handbook, Appendix E)

3. Suspend or revoke accreditation: The CSHSE initiates suspension/revocation of accreditation if the following occur:

a. The program is found to be out of compliance with one or more CSHSE Standards and the CSHSE does not believe, based on responses and progress reports from the program, that compliance can be achieved within the one year time frame.

b. The program has a substantiated complaint against it that the CSHSE has determined is sufficiently serious to initiate the withdrawal of accreditation.

c. The program has failed to satisfactorily address, in a timely manner, the CSHSE’s concerns expressed during one of the following actions: tabling a decision; warning related to accreditation status; conditional accreditation.

Since the decision to suspend or revoke accreditation is an adverse one, the program may request reconsideration through the Appeals Process (see Appeals Policy and Procedures, Member Handbook, Appendix E).

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 lapses for non-payment, accredited programs are notified by mail that the accreditation has lapsed. Program accreditation that has lapsed for non-payment can be reinstated within 90 days of December 31 (received by March 31) by paying the
outstanding membership fee, the late charge and a reinstatement charge. [Member Handbook, p. 5].

2. **Reaccreditation application and fee are not received by the due date:** The program has not submitted a *Reaccreditation Application* and the reaccreditation fee at **least six months prior to the ending date of the current accreditation.** In this case, the program must begin the process as if they have never been accredited. Official records will show the lapse in accreditation [Member Handbook, p. 3]

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.

*Revised and approved February 2011*
Appendix H
Council for Standards in Human Service Education
Reader and Site Visitor Policy and Procedures
Adopted: October 31, 2006
Revised October 2011

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 4 independent readers is the same for accreditation, reaccreditation, and reaccreditation requiring a site visit.

This document specifies the policies and procedures for:

A. Reader Evaluation of Self-Study
B. Site Visit for 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.
   i. Each reader submits the required Reader Report Forms to the VPA and Lead Reader.

4. The Lead Reader:
   i. Serves as the coordinator for the accreditation/reaccreditation process,
   ii. Contacts other readers to determine that self-studies were received,
   iii. 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,
   iv. Collects electronic reports from each reader,
   v. Collates all responses to specific Standards and Specifications and submits report to the VPA, and
   vi. 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:
   i. The VPA in consultation with the Lead Reader and Regional Director notifies the program applying for accreditation that it is approved to proceed with a site visit.
ii. The VPA in consultation with the Lead Reader and Regional Director notifies the program applying for reaccreditation that requires a site visit (every 10 years) that it is approved to proceed with the site visit.

iii. At the next scheduled Board meeting, the Board formally acts on the collated reader report of a program not requiring a site visit for 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:**
   
i. The VPA in consultation with the Lead Reader and Regional Director notifies the program of the additional evidence required to demonstrate compliance with the Standards and Specifications.
   
ii. Upon notification by the VPA, the program is given 90 days to work with the Regional Director to achieve compliance. Supporting documentation will be submitted to the VPA, the Regional Director, and each reader.
   
iii. The Lead Reader makes a recommendation for further action to the VPA.
   
iv. If information has not been received within 90 days, the program must reapply.

7. **In the event of a split decision (2 and 2):**
   
i. The Lead Reader requests the VPA to independently read and evaluate the self-study and submit an assessment report to the Lead Reader.
   
ii. 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 VISITS FOR ACCREDITATION AND REACCREDITATION**

1. The Lead Reader also serves as the Lead Site Visitor.

2. The VPA identifies one other reader to serve as a site visitor.

3. 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.
   
i. The Program works directly with each site visitor to schedule travel arrangements.
   
ii. The Lead Reader/Site Visitor writes the site visit report and submits it to the VPA and all Board members.

4. The VPA places the accreditation review on the next Council Board meeting agenda no sooner than 45 days after the scheduled site visit.
APPENDIX I

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 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 on the CSHSE website.

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.

Revised and approved February 2011
APPENDIX J

Policy for Complaints Against CSHSE

1. Complaints against the CSHSE must relate to CSHSE Standards and accreditation policy and procedures.
   a. Complaints shall be detailed in writing by the complainant and shall be submitted to the CSHSE President.
   b. The CSHSE President will acknowledge the complaint in writing within ten (10) days of receipt of the complaint and request appropriate releases and supporting materials from complainant.

2. The CSHSE Executive Committee will be informed by President of the complaint.
   a. Upon being so informed, the CSHSE Executive Committee shall have 60 days to resolve the problem(s) and/or issues raised in the complaint.
   b. If the matter is resolved, the complainant will be so informed, in writing, by the President that no further action is necessary by the CSHSE.

3. In the event the complaint cannot be resolved as indicated above, the CSHSE Executive Committee shall refer the complaint to the full CSHSE Board of Directors.
   a. The CSHSE Board of Directors shall be notified of the complaint in writing and shall attempt to resolve the complaint.
   b. The CSHSE Board of Directors shall render a decision concerning a complaint no later than 90 days after its receipt.
   c. The CSHSE Board of Directors may take any of the following actions:
      i. Dismiss the complaint, informing the complainant of its decision.
      ii. Seek further information or documentation from the complainant.
      iii. Determine that the complaint is justified and take appropriate action, informing the complainant of its decision.

Approved February 2011
APPENDIX K

CSHSE Policy on Resolution of Conflicts Between 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 L

CSHSE POLICIES RELATING TO:

- Online Programs
- Multi-site Programs
- Institutions/Programs that offer more than one degree level in Human Services

Online Programs

1.0 Self-Studies

The guidelines for preparing and writing self-studies are outlined in the Member Handbook: Accreditation and Self-Study Guide. Online human service education programs will need to:

1.1. Provide a narrative and documentation which assures compliance with all Standards and Specifications whether online or face-to-face;

1.2. Document how they assure that students enrolled in the program or course(s) are who they say they are;

1.3. Develop common learning outcomes/objectives, textbooks, and assignments that will be reflected in all syllabi for each required course.

1.4. Provide documentation that the program includes training, directions/instructions, and support for all online students and faculty.

1.5. Allow readers to audit online classes;

1.6. Arrange a site visit at a primary location where the suggested itinerary in the Member Handbook: Accreditation and Self-Study Guide (most current version) can be completed. Coordinate the site visit to allow site visitors to meet with all appropriate faculty, administrators, students, and staff and review any additional requested documentation. Technology may be used as appropriate (e.g., Skype, video conference, teleconference).

1.7. 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.
Multi-site Programs

1.0 Self-Studies

Human services programs with multiple sites must:

1.1. Provide a narrative and documentation which assures compliance with all Standards and Specifications, whether online or face-to-face.

1.2. Have policies and procedures in place that are clearly described in, and attached to, the self-study, which document:

   1.2.1. continuity of the curriculum across all sites;
   1.2.2. availability of resources that assure the continuity of curriculum across all sites;
   1.2.3. consistency of implementation of institutional policies and procedures.

2.0 Site visitors

In addition to the guidelines for site visits in the Member Handbook: Accreditation and Self-Study Guide (most current edition), the Leads will need to:

2.1. Work with the program to use appropriate technology (e.g., Skype, video conference, teleconference) to conduct interviews with identified program representatives at sites other than those visited.

   2.1.1. Visit one-third of all sites including the primary site;
   2.1.2. Identify and select representative sites to visit;
   2.1.3. Verify how faculty and other representatives of multiple sites are included in communications.
Institutions/Programs that offer Human Services degrees at more than one level (associate, baccalaureate, and master’s)

1. Membership
   1.1. Only one membership fee is required.
   1.2. Membership is a condition of accreditation and must be paid annually in a timely manner to maintain accreditation.

2. Accreditation Fees
   2.1. Each degree level will be treated as a separate program.
   2.2. An application and an accreditation fee are required for each degree level.

3. Self-Studies
   3.1. A separate self-study, including narrative and supporting documentation, is required for each degree level for which accreditation is being sought.
   3.2. See policy in the current edition of the Member Handbook: Accreditation and Self-Study Guide for submission options (e.g., full paper copy, hybrid or combination of paper and electronic, or full electronic copy)

4. Self-Study Readers
   4.1. 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.
   4.2. One reader from each team will be identified as the Lead.

5. Site Visits
   5.1. If the self-studies for all degree levels are submitted concurrently:
       5.1.1. A single site visit will be conducted;
       5.1.2. The Lead from each degree level will constitute the site visit team;
       5.1.3. Each Lead will submit a separate report;
       5.1.4. The length of the site visit may be extended when an institution seeks concurrent accreditation for two or more degrees;
       5.1.5. If self-studies are submitted at different times, a separate site visit for each program is required.

Approved May 25, 2011
APPENDIX M
External Reader Approval Policy
Revised and Approved May 24, 2011

Policy
The Board will use non-board members as 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 and representing a broad geographic area, (c) being intentional in soliciting readers from diverse groups including, for example, age, race, ethnicity, gender, sexual orientation, and ability, and (d) engaging colleagues for future positions as regional directors.

Qualifications
- Faculty member at a CSHSE member program.
- Five years experience teaching in higher education.

Compensation
Site visitors and readers are non-paid volunteers (including Board members), but all site visitor’s travel expenses are paid by the Program seeking accreditation. It is possible to have out-of-pocket expenses related to site visits, but they must be reimbursed prior to final approval of accreditation pending the timely submittal of the request for reimbursement. The only foreseeable expense to readers and site visitors would be postage for mailing reports, photocopying reports, and some long distance calls.

Approval Process
Interested persons should submit the following to the Vice President of Accreditation who approves, trains, and assigns the external readers to self-study evaluation and site visits.
- A cover letter stating (a) interest in participating, (b) reasons for participating, (c) amount of time that can be committed, and possibility of connecting at NOHS national conference.
- A current curriculum vita.
- Letter of support from Dean or Chair
- One other letter of reference