

Member Handbook: Accreditation & Self-Study Guide

October 2011



Council for Standards in Human Service Education

*Assuring the quality, consistency, and relevance of human service
education through research based standards and a peer review,
accreditation process*

<http://www.cshse.org>

Member Handbook: Accreditation and Self-Study Guide

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Council for Standards in Human Service Education

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Introduction and Organization of Document

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

This *Member Handbook: Accreditation and Self-Study Guide* was created to inform members of the policies and procedures set by the Council Board and to assist members in the accreditation, interim report and review (self-study), and reaccreditation processes. The information in this document also appears 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>. 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 as stated on the form. For example, a program delivered at three sites would pay \$400 for the first site and \$100 for each of the other two sites, for a total accreditation/reaccreditation fee of \$600.
- 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 2004 to May 2005, reaccreditation approval (if granted) will be from May 2004 through May 2009.

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 2004 to May 2005, reaccreditation approval (if granted) will be from May 2004 through May 2009.]

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:
 - Invoices are mailed on September 15 when most faculty have returned from summer break. Payment is due no later than November 15.
 - If payment has not been received by November 15, a second billing is sent with a late charge.
 - 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 \$400 for the first site and \$100 for each of the additional three sites, for a total of \$700 annually.]

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.

- 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 7 copies of the self-study, 6 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 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.

There are three options for submitting the self-study; a full paper copy; a *hybrid* (combination of paper and electronic components); or a full electronic copy. See Appendix F for 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.

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):

- Approval of accreditation with no conditions,
- Approval of initial accreditation/reaccreditation articulating specific requirements for the next reaccreditation period,
- 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
 - Accreditation/reaccreditation consideration is tabled by the CSHSE Board*
 - 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)
- Non-approval of accreditation.
- Warning related to accreditation status
- Conditional accreditation
- 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.	Deadlines for Board Meetings		
	February	May	October
➤ Submit application and fee no later than:	Aug 15	Nov 15	Apr 15
➤ Request assignment of readers and site visitors by VP of Accreditation:	Nov 15	Feb 15	July 15
➤ Mail complete and updated self-study to readers (confirm receipt); readers will report to VP Accreditation and Lead Reader with initial assessments of self-study within 4 days of receipt. (See Appendix H: Reader and Site Visitor Policy and Procedures)	Dec 1	Mar 1	Aug 1
➤ Informal notification of Board action after meeting:	10 days	10 days	10 days
➤ Formal notification of Board action after meeting:	30 days	30 days	30 days

Reaccreditations requiring a site visit: 10 years after initial accreditation and every 10 years thereafter.	Deadlines for Board Meetings		
	February	May	October
➤ Submit application and fee no later than:	Aug 1	Nov 1	April 1
➤ Request assignment of readers and site visitors by VP of Accreditation:	Oct 1	Jan 1	June 1

➤ Mail complete and updated self-study to readers (confirm receipt): readers will report to VP Accreditation and Lead Reader with initial assessments of 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 with the Program 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 Programs 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>

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>

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 11, 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). 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 11) 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.

Description	Allow
Membership—annual dues	
Accreditation application fee	
NOTE: for Multiple sites with the same curriculum: add current fee for each additional site	
Copies of Self-study, cost dependent on submission decision (see Appendix F)	
Mail 6 copies of self-study (Regional Director, VP Accreditation, 4 readers)	
Transportation: Consider airfare, car rental, mileage, shuttle to/from airports for 2 site visitors	
Lodging: 2 site visitors, 2 nights (possibly 3 nights depending on flights)	
Meals: 2 site visitors, 3 days each	
Miscellaneous and other	
Estimated total cost	

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. The Scope of Human Services (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.

As noted earlier, self-studies may be submitted in one of three available options: full paper; combination of paper and electronic components (hybrid); or a full electronic submission. See Appendix F, Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies, for the requirements for each option. It must be easy to track and locate documents regardless of the media option chosen.

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>. 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. 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.
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. **Submission options (Appendix F).**
 - a. **Full paper copy**
 - Place the full self-study narrative in a single three ring binder.
 - Place the supportive appendices in one or more separate three ring binders.
 - All pages in the narrative and appendices are to be numbered. This allows readers to easily move between assertions in the narrative and supporting evidence in the appendices.
 - Include tabs between sections and documents to guide the reader. For example, tab the section that contains syllabi and individually tab each syllabus. The tabs must match the table of contents.
 - Include a Table of Contents for both the self-study narrative and the appendices in the front of the binder for the narrative. [*See sample table of contents in Appendix B*].
 - Clearly label the outside of each binder as to the contents. Include the name of the institution, the program, and date of submittal. Include an original signed Certification of Self-Study.
 - b. **Combination of paper and electronic components**
 - This option includes a paper copy of the self-study narrative in a three ring binder, and an electronic copy of some or all appendices/attachments on a CD, DVD or Flash Drive.
 - Place the self-study narrative in a three ring binder.
 - Electronic documents must be in PDF format. Attachments/appendices located on college or university websites, such as catalogs and students handbooks, must be downloaded and submitted in PDF format.
 - c. **Full electronic submission option**
 - For this option the self-study narrative and all appendices must be submitted on one of the following: CD, DVD, or Flash Drive.
 - All electronic documents must be in PDF format.
 - A single hard copy of the self-study narrative only must be sent to the Vice President of Accreditation.
5. **For all submission options:** 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. **For all submission options:** 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. **For all submission options:** Include a glossary of terms 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.
 - The glossary must be located in the Introduction section of the narrative.

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 21.
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.**
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

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.
 - 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)

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.

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

Since this is 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.

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

[**Note:** The Matrix for each level of degree is available for downloading (Word document) from the Council website. 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

- 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 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:
 - o 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.
 - o 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.
 - o High speed Internet should be included.
 - o 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	
<p>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.</p> <p>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.</p>	
Suggested Itinerary -- Day 2	
<p><u>Note:</u> 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.</p>	
Allow	Meeting description
Meeting #1 45 minutes	<p>Initial meeting with Department Chair, Program Director, and Program faculty (full time and adjuncts).</p> <ul style="list-style-type: none"> ▪ 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	<p>Meet with the Chief Academic Officer(s) (e.g., Provost, Vice President of Academic Affairs). No program representatives attend this meeting.</p> <ul style="list-style-type: none"> ▪ Introductions ▪ Council background information ▪ Questions and answers
Meeting #3 90 minutes	<p>Meet with Program Director and other faculty who worked on self-study process.</p> <ul style="list-style-type: none"> ▪ 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	<p>Meet with students informally (Program personnel should not be present)</p> <ul style="list-style-type: none"> ▪ 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	<p>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.</p> <ul style="list-style-type: none"> ▪ 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.
Meeting #6	Visit library and other resources (e.g., technology services, media centers, computer

90 minutes	labs) <ul style="list-style-type: none"> ▪ Introductions ▪ Examine holdings (journals, books, databases, etc.) ▪ Review how Program accesses media materials (library or somewhere else?) ▪ Recent Program acquisitions. ▪ Does faculty give library assignments? ▪ Students' use of library. ▪ Librarian issues, concerns, or compliments regarding the program. ▪ Integration of technology into teaching and learning. ▪ Accessibility to other resources.
Meeting #7 45 minutes	Observe an HS class in progress <ul style="list-style-type: none"> ▪ (Optional)
Meeting #8 Evening	Site visitors return to hotel. 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.
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.	
Meeting #9 120 minutes [two visits, 60 minutes each]	Visit two fieldwork placement agencies accompanied by the fieldwork/ practicum coordinator, if possible select field placements where students are currently placed. <ul style="list-style-type: none"> ▪ How placements are determined. ▪ How learning objectives are determined. ▪ How students are evaluated. ▪ How problems are handled. ▪ Faculty site visits: who is included, how often, who sets agenda, and observation.
Meeting #10 60 minutes	Site Visitors meet alone to review notes and prepare for next two meetings
Meeting #11 45 minutes	Site Visitors meet with Department Chair, Program Coordinator, and Faculty (Program & Department) <ul style="list-style-type: none"> ▪ 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.
Meeting #12 30 minutes	Site Visitors meet with College President, Chief Academic Officer (e.g., Provost or Vice President of Academic Affairs), Dean, Department Chair, and Program Director <ul style="list-style-type: none"> ▪ 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

Date Completed	Item	Completed by
	Persons involved in each meeting have been notified, have reserved times, and know where the meeting will be held.	
	Meeting spaces have been secured.	
	Travel arrangements have been made, giving consideration to the preferences of each site visitor, e.g., airlines, seats, airports, times of travel, etc.	
	Travel to and from airports and from airport to hotel has been arranged (shuttles, taxi, parking, or pick-up by Program representatives).	
	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.	
	Dinner arrangements have been made for the night prior to first day of site visit.	
	The itinerary has been finalized and copies emailed to site visitors (also provide printed copies upon arrival).	
	Even the best of plans can be thrown off by late flight arrivals, sudden illnesses, traffic problems, or other extenuating circumstances. Be sure that phone numbers have been exchanged so that emergency situations can be handled.	
	Day 1: Arrangements for breakfast have been made and Site Visitors are aware of arrangements or know they are on their own.	
	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.	
	Day 1: Transportation to return Site Visitors to the hotel has been arranged.	
	Day 1: Provide Site Visitors with recommendations for dinner that meet any institutional reimbursement guidelines.	
	Day 2: Arrangements for breakfast have been made and Site Visitors are aware of arrangements or know they are on their own.	
	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.	
	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.	
	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.	

Section V: Appendices

Appendix A	CSHSE National Standards
Appendix B	Sample table of contents
Appendix C	Self-study checklist
Appendix D	Certification of the Self-Study (Signature Page)
Appendix E	Appeals Policy and Procedures
Appendix F	Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies
Appendix G	CSHSE Policy for Board Accreditation/Reaccreditation Decisions
Appendix H	Reader and Site Visitor Policy and Procedures
Appendix I	CSHSE Policy and Procedures for Complaints
Appendix J	Policy for Complaints Against CSHSE
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
Appendix L	CSHSE Policies Relating To: Online Programs, Multi-site Programs, and Institutions/Programs that offer more than one degree level in Human Services
Appendix M	External Reader Approval Policy