



Council for Standards in Human Service Education

National Standards

<http://www.cshse.org>

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I. General Program Characteristics

A. Primary Program Objective

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. (Note: Relates to National Community Skill Standards, Competency Area 1: Empowerment 8).

Standard Number 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

1. Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the design of program goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials).
2. Articulate how students are informed of the curricular and program expectations and requirements prior to admission.
3. If *human services* is not included in the title of the program, provide a rationale for the program name.
4. Provide a brief history of the program.
5. 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.
6. 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

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. (Notes: Specific details of the curriculum will be further developed in reference to standards 11-23; relates to National Community Skill Standards, Competency Area 1: Empowerment 8).

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

Specifications for Standard 2

1. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.

2. Include a mission statement for the program.
3. Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.)
4. 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.).
5. Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.
6. Provide a matrix of learning objectives and outcomes that students are expected to achieve, and identify where they appear in the curriculum. The objectives and outcomes should clearly correlate to Standards 11-23.
7. If additional standards and/or objectives are used that differ from CSHSE National Standards, identify and briefly describe how they are utilized in the program.

C. Community Assessment

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. (Note: Relates to National Community Skill Standards, Competency Area 4: Community and Service Networking).

Standard Number 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

1. 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).
2. 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
 - (a) A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),
 - (b) Minutes of advisory committee meetings from the last two years, and
 - (c) A narrative or table of how the committee interfaces with the program in relationship to specific issues.
3. Describe other mechanisms, if any, used to respond to changing needs in the human services field.

D. Program Evaluation

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 Number 4: The program shall conduct consistent formal evaluative processes to determine its effectiveness in meeting the needs of the students, community, and the human services field and to modify the program as necessary.

Specifications for Standard 4

1. 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:

- (a) A history of program evaluations,
- (b) A summative analysis of the most recent evaluation,
- (c) A description of the methodology, and
- (d) A description of how and in what way the evaluation resulted in any necessary change.

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

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 reasons need to be considered. (Note: Relates to National Community Skill Standards, Competency Area 1: Participant Empowerment.)

Standard Number 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.

Specifications for Standard 5

1. Provide documentation of policies stating that the program faculty have the ultimate responsibility for setting policies determining: the selection and admission of students; the design, implementation, and evaluation of the curriculum; the evaluation of student progress; and, the determination of who should be awarded a degree.
2. 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.
3. Provide documentation of policies and procedures for referring students for personal help.
4. Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.
5. 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

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 Number 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

1. Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that...
 - (a) Faculty have education in various disciplines and experience in human services or related fields.
 - (b) 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

Masters degree.

G. Essential Program Roles

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

Standard Number 7: The program shall adequately manage the essential program roles and provide professional development opportunities for faculty and staff.

Specifications for Standard 7

1. Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation.
 - (a) Provide a brief description of how the essential roles are fulfilled in the program.
 - (b) Provide a table matching faculty and staff positions and names with these roles.
2. Describe how faculty and staff are provided opportunities for appropriate professional development.

H. Faculty and Staff Evaluations

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 Number 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

1. Describe the process for faculty and staff evaluation.
2. 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.
3. 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

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

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

Specifications for Standard 9

1. Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.
2. 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.
3. Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.
4. Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.
5. Describe office, classroom, meeting, and informal gathering spaces and how they

meet the needs of students, faculty, and administration.

J. Transfer Advising

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. (Note: Relates to National Community Skill Standards, Competency Area 7: Education/Training/Self Development.)

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

Specifications for Standard 10

1. Describe formal and informal efforts to collaborate with other human services programs on the transfer of credits.
2. Briefly describe problems encountered by students in transferring credits.
3. Summarize any formal and informal articulation agreements and describe how students receive the information.
4. 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

The specifications following each standard under curriculum define three levels of human services and education: technical (non-degree granting), Associate degree, and advanced degree (Baccalaureate and Masters). EACH HIGHER LEVEL SET OF SPECIFICATIONS PRESUMES THE INCLUSION OF THE KNOWLEDGE, THEORY, SKILLS AND VALUES CONTENT SPECIFIED FOR THE PRECEDING LEVEL(S). The curriculum standards are divided into two parts: (A) Knowledge, Theory, Skills and Values, and (B) Field Practice.

A. Knowledge, Theory, Skills, and Values

1. History

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. (Note: Relates to National Community Skill Standards, Competency Area 8: Advocacy.)

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

Technical Specifications for Standard 11

This standard does not apply.

Associate Specifications for Standard 11

Demonstrate how the following are included 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, and
- d. How public and private attitudes influence legislation and the interpretation of policies related to human services

Advanced 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:

- 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

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. (Note: This standard relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 12: The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.

Technical Specifications for Standard 12

Demonstrate how the following are included in the curriculum:

- a. An introduction to human development theory,
- b. Overview of how small groups are used in human services settings,
- c. Skills for facilitating groups,
- d. An introduction to the organizational structures of communities, and
- e. 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.

Associate Specifications for Standard 12

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

- f. Theories of individual human development,
- g. Theories of group dynamics,
- h. Changing family structures and roles, and
- i. An understanding of the capacities, limitations, and resiliency of human systems.

Advanced 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:

- j. To effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.
- k. To analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. The Scope of Human Services

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. (Note: relates to National Community Skill Standards, Competency Area 6: Community living skills/Support.)

Standard #13: The curriculum shall address the conditions that promote or limit human functioning.

Technical Specifications for Standard 13

Demonstrate how the following are included in the curriculum:

- a. An introduction to the broad knowledge, theory, and skills of the human services profession.
- b. An introduction to the range of populations served and needs addressed by human services professionals.
- c. An introduction to human services delivery systems, organization, and characteristics.
- d. An introduction to major models used to conceptualize healthy functioning, prevention, maintenance, intervention, and rehabilitation.
- e. Skills to appropriately define, assess, and respond to needs of clients.

Associate Specifications for Standard 13

Demonstrate how the following are included and applied as an emphasis of the curriculum:

- f. The broad knowledge, theory, and skills of the human services profession,
- g. The range of populations served and needs addressed by human services professionals,
- h. The range of human services delivery systems, organization, and characteristics, and
- i. The major models used to integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

Advanced 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:

- j. Economic and social class systems including systemic causes of poverty,
- k. Political and ideological aspects of human services,
- l. International and global influences on services delivery, and
- m. Skills to influence and effect social policy.

4. Planning and Evaluation

A major component of the human services profession involves the assessment of client needs and selection of interventions that will assist clients in promoting optimal functioning, growth, and goal attainment. At regular intervals during the process of intervention, the results of the intervention must be evaluated and necessary adjustments made to the plan. (Note: Relates to National Community Skill Standards, Competency Area 9: Vocational, Educational and Career Support.)

Standard Number 14: The curriculum shall provide knowledge and skill training in systematic analysis of services needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

Technical Specifications for Standard 14

Demonstrate how the following are included in the curriculum:

- a. Design or assist in the design of interventions.
- b. Facilitate interventions related to specific client or client group goals.
- c. Assess the impact of specific interventions on the client or client group.

Associate Specifications for Standard 14

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

- d. Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.
- e. Evaluate the outcomes of the plan.

Advanced 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:

- f. Program design.
- g. Program implementation.
- h. Program evaluation.

5. Information Management

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. (Note: Relates to National Community Skill Standards, Competency Area 12: Documentation.)

Standard Number 15: The curriculum shall provide knowledge and skills in information management.

Technical Specifications for Standard 15

Demonstrate how the following are included in the curriculum:

- a. Skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research.
- b. Skills to record and organize professionally relevant information.
- c. Skills to disseminate information that provides in written or verbal form routine and critical information in a timely manner to clients, colleagues, or other members of the related services system.
- d. Issues of client confidentiality and appropriate use of client data.
- e. Use of technology for word processing, sending email, and locating and evaluating information.

Associate Specifications for Standard 15

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

- f. Knowledge and skills to obtain information through the observation of systems.
- g. Knowledge and skills to assess the adequacy, accuracy, and validity of information provided by others.
- h. Knowledge and skills to evaluate in terms of its significance, relevance, and timeliness.
- i. 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

Advanced 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:

- j. Knowledge, theory, and skills to perform an elementary community-needs assessment.
- k. Knowledge, theory, and skills to conduct basic program evaluation.
- l. Skills to present research findings in written or verbal form to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations.
- m. Use of technology to create and manage spreadsheets and databases.

6. Interventions

Human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills. (Note: Relates to National Community Skill Standards, Competency Area 10: Crisis Intervention.)

Standard Number 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.

Technical Specifications for Standard 16

Demonstrate how the following are included in the curriculum:

- a. Skills to provide direct services, under supervision, to individuals or groups.
- b. Intervention skills to interact with clients using prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- c. Learning experiences relevant to the roles of the human services professional shall be provided (e.g., caregiver, services broker, advocate, and teacher). The student shall either learn the beginning level skills for two to three of these roles or obtain a higher level of skill development through specialized training in one or two roles.

Associate Specifications for Standard 16

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

- d. Theory and knowledge bases for interventions.
- e. Criteria for the selection of appropriate intervention techniques in specific situations.
- f. Learning experiences 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,
 6. use of consultation.

Advanced 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:

- g. Expanded scope, variety, and mastery of modalities and interventions specified at the associates level.
- h. Increased analytical skills including the evaluation of intervention outcomes.

7. Interpersonal Communication

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. (Note: Relates to National Community Skill Standards, Competency Area 2: Communication.)

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

Technical, Associate, and Advanced Specifications for Standard 17

Demonstrate how the following are included in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict
- c. Establishing rapport with clients.
- d. Maintaining behavior that is congruent with expressed values
- e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

8. Administrative

At the advanced level, human services graduates are expected to have administrative skills.

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

Technical and Associate Specifications for Standard 18

This standard does not apply.

Advanced 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. Organization management,
- b. Supervision,
- c. Planning and evaluating program services,
- 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

There are values and ethics intrinsic to the human services profession. They are equally applicable to all levels. (Note: Relates to National Community Skill Standards, Competency Area 1: Participant Empowerment.)

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

Specifications for All Levels for Standard 19

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

- a. Choosing the least intrusive intervention in the least restrictive environment,
- b. Client self-determination,
- c. Confidentiality of information,
- d. Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, 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. Personal commitment to appropriate professional boundaries.
- h. Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education (<http://www.nationalhumanservices.org/ethics.html>).

10. Self-Development

Human services professionals use their experience and personality for understanding and helping clients. This requires awareness of his or her values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients. (Note: Relates to National Community Skill Standards, Competency Area 7: Education/ Training/Self-Development.)

Standard Number 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 All Levels for Standard 20

Demonstrate how the following are included in the curriculum:

- a. Conscious use of 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

While there is agreement that field experience is a critical component of any human services program, there are variations in format, duration, and placement of the field experience.

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 being taught in the classroom. It should be an integral part of the total education process. The content of the field experience shall be congruent with the curricular content requirements for each of the three program levels. (Note: Relates to National Community Skill Standards, Competency Area 4: Community Service and Networking.)

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

Specifications for All Levels for Standard 21

As evidence of meeting this standard, programs must:

- a. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
- 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. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.

Additional Technical Specifications for Standard 21

- e. Provide evidence that required field experience is no less than 180 clock hours.

Additional Associate Specifications for Standard 21

- f. Provide evidence that required field experience is no less than 250 (includes 180 from technical level) clock hours.

- g. Demonstrate how the field experience provides the student an opportunity to progress from observation, to directly supervised client contact, to indirectly supervised client contact.

Additional Advanced Specifications for Standard 21

- h. The program shall provide a minimum of 350 (includes 250 from associate/technical levels) clock hours of field experience with at least 250 of these clock hours occurring in the junior and senior years.
- i. Demonstrate how the field experience provides either an assignment of an independent caseload or assignment of administrative responsibilities within the agency.

2. Academic Credits

The granting of academic credits for field placement is widely accepted. It validates the experience as a genuine part of the curriculum and tends to assure quality instruction. (Note: Relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 22: The program shall award academic credit for the field experience.

Specifications for All Levels for Standard 22

- a. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
- b. Demonstrate that the field experience is structured with clear learning outcomes and methods of evaluation.

3. Supervision

Maximal learning will occur only when both the field site placement and the college provide quality supervision of students. (Note: Relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 23: It is the responsibility of the program to insure that field placements provide quality supervised learning experiences.

Specifications for All Levels for Standard 23

- a. Demonstrate the field supervisors have no less than the same credential or degree the program awards. It is strongly recommended that field supervisors have no less than one degree above the level of certificate or degree of the students they are supervising. Preferably a Masters degree.
- b. Demonstrate the program continually monitors the progress of each student and perform no less than one site visit to each field placement site per quarter or semester.
- c. 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.