

CSHSE Member Handbook: Self-Study and Accreditation Guide



Council for Standards in Human Service Education

Assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process

<https://cshse.org>

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CSHSE Member Handbook: Accreditation and Self-Study Guide

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Introduction

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

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

The Board of Directors is committed to fulfilling the mission and vision of the CSHSE with integrity and professionalism. Through membership, programs join CSHSE in promoting high-quality educational experiences that assure human service professionals who enter the field are 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 with 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 (VPA), or any Board Member-at-Large. Contact information for board members is available on the website.

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Section I: Membership

Membership in the Council

Note: This guide uses the acronym CSHSE and the word Council interchangeably.

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 improving the quality, consistency, and relevance of human service education programs and assuring best practices in human service education through evidence-based standards and a peer-review accreditation process.

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

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

Membership, Payment Policies, and Procedures

Programs can support the work of the Council through active membership, whether or not the program is accredited.

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

Membership Benefits

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

Section II Accreditation

Value of CSHSE Accreditation

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

General Membership Conditions of Accreditation

- Programs must be current members of the Council.
- Continuous membership must be maintained as a condition of accreditation.
- Program accreditation that has lapsed due to non-payment of membership fees can be reinstated within 90 days of October 31 by paying the outstanding membership fee, the late charge (\$75), and a reinstatement charge (\$100).
- If membership lapses for non-payment, CSHSE will notify the accredited program that the accreditation has lapsed, and the program must reapply as an initial accreditation.

Accreditation Payment

- All accreditation application and fee submission deadlines must be met.
- Forms and fees must be submitted to Update Management, Inc. Forms are available on the website.
- Complete the application form for Initial Accreditation, Interim Report and Review, or Reaccreditation and submit it with the accreditation fee:
 - \$750 for Associate degree program
 - \$1000 for Bachelor's degree program
 - \$1250 for Master's degree program
- Programs with multiple degree levels must submit a separate application and an accreditation fee for each degree level. For example, if an institution is seeking accreditation for both an associate and baccalaureate degree program, the accreditation fee would be \$1750, \$750 for the associate degree and \$1000 for the baccalaureate degree.
- Programs have two years from the date of the initial accreditation application to complete the accreditation process, which includes submitting the self-study and a site visit. No extensions beyond two years are granted. Programs that do not complete the initial accreditation process within two years are invited to reapply.
- Site visit fees are assessed at a flat rate of \$4,500, plus the fee (\$200) for each additional campus included in the visit. The Council will reimburse site visitors for their travel expenses.
- The program will be invoiced for the site visit fee when the VPA notifies the program that the self-study readers have determined the self-study is complete and recommend proceeding with the site visit.
- Applications and fees for initial accreditations may be submitted anytime during the fiscal year and follow the same self-study submission due dates of timelines for reaccreditation.
- The interim review and reaccreditation applications must be submitted six months before the end of the accreditation period. (e.g., If a program is scheduled for an accreditation

review by the Board in June, the application and payment must be submitted by January 1st.)

- Programs that allow accreditation to lapse for non-payment of membership dues must begin the process as if they have never been accredited. Official records will show the lapse in accreditation.

Initial Accreditation

- All programs seeking accreditation and reaccreditation must have “human services” in the program title or description.
- Site visits will occur every ten years in an accreditation cycle. After the initial accreditation, which includes a site visit, the program must be re-accredited every five years. The fifth-year reaccreditation consists of submitting a new self-study, but a site visit is not required unless the program is experiencing issues significant enough to warrant one. In the tenth year, the program will seek reaccreditation by submitting a self-study and hosting a required site visit.
- When a program applies, the VPA will send a “*Notice to Proceed*” letter and assign a Board Member at Large consultant who will be available to the program during the writing of the self-study to address any questions or concerns the program faculty may have.
- Self-Study documents will be uploaded to the CSHSE accreditation online platform.
- Accredited member programs are listed on the CSHSE website and can include the Council logo in promotional materials along with the statement, “Accredited by the Council for Standards in Human Service Education.”
- If accreditation has lapsed, regardless of the reason, statements of accreditation must be removed from the program’s website and all program materials. If programs misrepresent the use of the CSHSE logo, their administration will be notified.

Reaccreditation

- Five years after initial accreditation and at 10-year intervals, an interim self-study is submitted for Board review and re-accreditation.
- A site visit is not required for the interim reaccreditation process.
- If the Board approves the interim self-study, accreditation is approved for an additional five years.
- Programs that cannot meet deadlines due to extenuating circumstances may request an extension of up to one year by submitting an extension request form. The VPA will review the extension request and notify the program of a decision. If granted an extension, accreditation will be continuous from the reaccreditation cycle due date. For example, if the interim self-study was due for a June 2024 Board review and an extension was granted

from June 2024 to June 2025, the interim self-study must be submitted by the June 2025 Board review deadlines. The accreditation cycle will include the year of the approved extension, June 2024 through June 2029.

- Ten years after initial accreditation and at 10-year intervals, a self-study and site visit is required for re-accreditation.
- Adjustment to the Accreditation Cycle for Programs Accredited during the COVID-19 Pandemic Crisis: From March 2020 to June 2022, CSHSE revised accreditation site visit policies in response to the COVID-19 pandemic. The next reaccreditation will require an in-person site visit for programs that received a virtual site visit in lieu of an in-person site visit between March 2020 and June 2022.

Curriculum Standards

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

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

- A synchronous learning environment is offered in real-time, and students and instructors can participate together in one place or from different locations.
- An asynchronous learning environment is one in which the student can interact with the class at any time or from any place.

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

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

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

Regardless of the instructional approach, learning objectives, instruction, and assessments must be directly aligned with the theory, knowledge, and skill requirements of the Standards and Specifications. The CSHSE skill-based standards and specifications in the associate, bachelor's, and master's degree levels address the necessary employment skills of interpersonal communication (attentive listening, responding, advocating), values and attitudes (responsibility, confidentiality, empathy, compassion, empowerment), problem-solving, organizational management, and time management as identified by the Department of Labor and the National Organization of Human Services.

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

Examples:

- Associate and Baccalaureate Degree Curriculum Standards

Human Systems Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society, as well as the nature of individuals and groups. This understanding is a prerequisite to the determination of appropriate responses to human needs

Standard 12 The curriculum shall include knowledge and theory of the interaction of human service systems, including individual, interpersonal, group, family, organizational, community, and societal.

12b3 Small groups: Group Facilitation skills

Client Interventions and Strategies Context: Human service professionals function as change agents and must, therefore, attain and develop a core of

knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

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

Standard 16c Knowledge and skill development in

- 1. Case Management:*
 - a. Intake interviewing*
 - b. Helping skills*
 - c. Identification and use of appropriate resources and referrals*
- 2. Group facilitation*
- 3. Use of consultation.*

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

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

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

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

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

- a. The least intrusive intervention in the least restrictive environment.*
- b. Client self-determination.*
- c. Confidentiality of information.*

- d. *The worth and uniqueness of the individual, including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.*
 - e. *Belief that individuals, services systems, and society can change.*
 - f. *Interdisciplinary team approaches to problem-solving.*
 - g. *Appropriate professional boundaries.*
 - h. *Integration of the ethical standards outlined by the National Organization for Human Services (NOHS) and the Council for Standards in Human Service Education (available at <https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>)*
- o Master's Degree Curriculum Standards

Human Services Delivery Systems Context: The demands for services, funding of educational programs, social justice, and advocacy have been closely related to aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and intellectual and developmental disabilities. The needs that arise provide the focus for the human services profession.

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

13g Skills to affect and influence social policy.

Legal and Ethical Practices: Context: Understanding laws, legal issues, and professional ethics as they relate to human services is necessary for informed practices and the protection of others' rights.

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

17c Interprofessional approaches to problem-solving.

17d Respect for appropriate professional boundaries.

17e Maintaining behavior congruent with the profession's values and ethics as outlined by the Ethical Standards of the National Organization for Human Services (available at <https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>).

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

Section III: Preparing for Accreditation

Resources for the Accreditation/Reaccreditation Process

These resources are essential in preparing for program accreditation/reaccreditation: CSHSE Member Handbook: Accreditation and Self-Study Guide, the designated Board Member-at-Large consultant, the CSHSE website, and the Accreditation platform.

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

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

Roles of Council Board Members and Management

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

Vice President for Accreditation – Coordinates the Council’s actions regarding accreditation, including assigning a Board Member-at-Large consultant, assigning readers and site visitors, consulting with programs and Board Members-at-Large, providing formal and informal feedback on Board actions, posting accreditation dates and decision letters on the CSHSE website, updating program and SAI links on the program accreditation webpage, and monitoring activity in CSHSE Accreditation platform.

Board Member-at-Large: This person serves as a consultant to the program throughout the accreditation process and is not assigned to accreditation/reaccreditation activities.

Self-Study Readers – Members of the Board and qualified individuals approved by the Board independently review the self-study report to determine whether the program has provided evidence of meeting the Standards. Each reader is required to submit a written report to the lead reader. These reports are due within 45 days of receipt of the self-study by all readers. Readers may ask the VPA to request additional information from the program. These requests should be routed through the lead reader. Self-study readers do NOT give feedback directly to programs. The feedback from readers is confidential and available only to Board members. Programs are required to refrain from direct contact with the assigned readers during the accreditation process.

Site Visitors –The site visitors are selected from the self-study readers. The lead reader serves as the lead for the site visit. The lead site visitor works with the program to develop the site visit itinerary and approves the itinerary prior to the site visit. The site visitors give an informal report to the program during an exit interview, but the approval of accreditation or reaccreditation is completed by the CSHSE board. The lead reader compiles all reader reports and submits an objective formal report of their observations, findings, and recommendations to the Board.

Update Management, Inc.- The management association will process all membership and accreditation applications, dues, and fees. Update Management, Inc. will confirm receipt of applications and fees with the VPA and Treasurer.

Timeline and Deadlines

The Council Board meets three times a year in winter, summer, and fall (usually February, June, and October / November) to consider accreditation applications and make decisions. The following timetables are based on the process and the Board meeting schedule. Deadlines indicate the last date the actions must be completed to keep the process on track for consideration. Programs are encouraged to complete steps earlier to ensure consideration and allow for unplanned events.

The timeline for initial accreditation is somewhat different from the Interim review and reaccreditation. A program seeking initial accreditation has two years from the date of the accreditation application to complete the self-study and site visit. The approval of the initial accreditation can occur at any scheduled Board meeting within two years. Because of the differences in process, the timeline for initial accreditation is triggered by the application and fee submission.

Timeline for Initial Accreditation

- Program submits an application for accreditation and fees online or mailed to CSHSE, c/o Update Management, Inc. 9600 SW Oak Street, Ste 565 Portland, OR 97223.
- Within 30 days of receiving the application and fees, the VPA sends a *Notice to Proceed* letter and opens access to the Self-Study in CSHSE’s accreditation online platform. The program has two years from the date of the accreditation application to complete the accreditation process, including self-study and the site visit.
- When the self-study is completed and uploaded to the CSHSE accreditation platform, the program notifies the VPA and requests the assignment of readers. Use the table below to follow the timeline according to selected CSHSE Board review meeting.
- Within 15 days of the request for readers, the VPA will identify available readers and assign access to the program’s self-study.
- Readers will submit reader reports to the VPA and lead reader in the CSHSE accreditation platform within 45 days of access to the self-study.

- The lead reader/site visitor will notify the VPA if additional information is needed to complete the readers’ review.
- If a site visit is required, the VPA will notify the program to submit the required site visit fees and request the lead site visitor contact the program for scheduling and planning a site visit itinerary.
- The VPA will instruct Update Management, Inc. to invoice the program \$4,500 plus \$200 per campus for each campus included in the site visit. Site visits will not be scheduled until this invoice has been paid.
- If the site visit is completed by:
 - a. February 1st, the Board will take action at the winter board meeting.
 - b. June 1st, the Board will take action at the summer board meeting.
 - c. October 1st, the Board will take action at the fall board meeting.
- The program will receive *informal notification* of Board action within ten days following the board meeting.
- The program will receive *formal notification* of Board action within 30 days after the meeting.

Timeline Summary

Initial Accreditation Timeline to submit self-study:	Deadlines for Board Meetings		
	February	June	October
Submit self-study in the CSHSE accreditation platform and request assignment of readers and site visitors by VP of Accreditation	Oct. 15	Jan 15	June 15
VPA will assign readers and give them access to the self-study by this date. The 45-day reading period begins.	Oct 30	Jan 30	June 30
Conduct site visit before:	Feb 1	June 1	Oct 1
Informal notification of Board action after meeting	10 days	10 days	10 days
Formal notification of Board action after meeting	30 days	30 days	30 days

Allow 3 to 6 months to prepare the narrative of the self-study. This can vary greatly depending on your institutional requirements, whether or not curriculum changes are required, and the amount of time faculty and staff can commit to the process. All self-studies must be uploaded to the CSHSE Accreditation online platform. A self-study template can be downloaded from the website <https://cshse.org> and used as a preparation guide.

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

Hours	Major Activities
2.0	Formulate a budget for accreditation/ reaccreditation and submit it to appropriate Institutional departments.
6.0	Form a Self-Study committee, divide tasks, and meet monthly for updates.
7.0	Compose a matrix of curriculum illustrating how courses align with accreditation standards; Review course syllabi and course curriculum with faculty, elicit faculty feedback; finalize matrix.
5.0	Review and develop surveys for students, graduates, employers, and faculty; Collaborate with the Institutional Research Office; Compose distribution lists; Distribute surveys, collect and analyze data.
6.5	Collaborate with the Institutional Research office to collect available student achievement indicators and identify and collect student learning outcomes. This information should be current (within the last two years).
1.0	Collaborate with the Financial Officer to obtain the program budget.
6.0	Collect information on support services: Library resources, Student Services resources, Technology resources for students, faculty, and staff.
1.0	Accreditation/Reaccreditation application finalized and submitted;

20-25	Upload the self-study narrative in the CSHSE accreditation platform. Upload documents or provide active hyperlinks for supporting evidence.
7-15	Review the self-study narrative and ensure documentation is provided where required, either by uploading it or via hyperlinks. Ensure links are working and not password protected. Proofread for spelling and grammar.
Approximately 75 hours	Approximate time to write and submit the self-study in the CSHSE Accreditation platform.

Budget: Suggestions and Considerations

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

Description	Allow
Membership—annual dues	
Accreditation application fees	
Site Visit- fee paid to CSHSE c/o Update Management, Inc. (NOTE: For campuses, in addition to the central location of the program that will be part of the site visit, add \$200 for each campus.	
Estimated total cost	

Section IV: Developing the Self-Study National Standards

Before developing the self-study, it may be helpful to consider the organization of the Standards. An outline of the standards provides an overview of the content and a framework for conceptualizing and organizing the self-study. The standards are separated into two major categories: program and curriculum. The *Program Standards* are related to the program's operation, policies, and procedures. The *Curriculum Standards* are related to the

coursework that defines the knowledge, theory, skills, and field experience requirements. All programs are held to the same program standards. There are separate curriculum standards for each degree level that the CSHSE accredits: Associate, Bachelor’s, and Master’s degrees. There are 20 standards for the Associate Degree level, 21 for the Bachelor’s Degree level, and 18 for the Master’s Degree level. Standards for each degree level are located on the CSHSE website.

Developing a Matrix of Required Courses

1. Download a blank matrix at the appropriate degree level from the CSHSE website at <https://cshse.org>. This matrix drives the completion of the self-study narrative with the curriculum and should be done early in the self-study writing process. A matrix similar to the following example must be prepared and uploaded in the online self-study.
2. The matrix is a curriculum map designed as a graphic index to help programs, self-study readers, and site visitors identify where Standards are met within the program curriculum. The matrix illustrates where and to what degree each specification is met in the curriculum and identifies any specifications that are not met. Remember: The matrix must include all required courses that contribute to compliance with the curriculum standards and specifications required by all program graduates. Electives should not be included.
3. The curriculum may need modification to meet all standards and specifications, so it is essential to map it early in the self-study process to process curriculum revisions on time. Consult with the Board Member-at-Large or VPA if clarification is needed.
4. The matrix must follow the curriculum map format prescribed by the CSHSE. Each specification must be evaluated in terms of the courses that address its content and the depth at which it is addressed. This process must be used in the matrix to identify the type of content (knowledge, theory, and skills) and the depth or emphasis.

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

Since this is an example, only the first standard at the associate level has been included. Programs are expected to include all of the standards and specifications relevant to the degree level. If a particular course does not have content related to the specification, leave the cell blank.

Required Course #s	HS###	HS###	HS###	HS###	HS###	HS###
Standard 11: The curriculum shall include the historical development of human services.						
Associate:						
The historical roots of human services as a discipline and profession	K/H			K/M		
Historical and current legislation affecting human service delivery	K/H					
How public and private attitudes influence legislation and the interpretation of policies related to human services	I/M		K/H			
The broader sociopolitical issues that affect human service systems	I/L		K/M			T/H

- The matrix, self-study narrative, and syllabi must be congruent. 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 explain how the details of the syllabi address the relevant standard(s) and specification(s).
- Using feedback from the 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 when the self-study is submitted.

Developing the Self-Study

1. Download the template appropriate to your program's degree level from the CSHSE website. Identify and address each standard's specifications within the template. The template has a "response" section following each specification.

2. Writing should take the readers on a well-defined and documented journey through the details of the program. The self-study is a report of what is currently accurate. Intent to comply or future plans do not suffice to demonstrate compliance. It should be clear, written in one voice, and proofread for spelling and grammar. All external links and embedded links must function.
3. The self-study has two essential components: the narrative response and the supporting documentation that verifies the narrative. Readers will look for congruency between the matrix and the narrative for the curriculum standards and for documents that verify compliance statements for all standards.
4. Each degree-level self-study includes an introduction section, a general program standard section, and a curriculum standard section that aligns with the degree for which accreditation is sought.

5. **Introduction Section**

- Upload a signed-Certificate Page--The signed certificate validates that the program's submission for accreditation is approved by the institution's administration.-The certificate document can be downloaded from the CSHSE website.
- Specify the degree(s) offered for which accreditation is being sought. Describe the institution.
 - a. Describe the organizational structure, whether state or private, age of institution, brief history, and so on.
 - b. Describe the institutional context of the Program. For example, include organization charts and structure, goals, and objectives. What levels of degree are offered by the institution? For large programs with multiple campuses, organizational charts are extremely helpful to the readers.
- **Describe the Program**
 - a. Briefly describe the strengths of the program and any attributes that make the program unique.
 - b. Describe institutional course requirements for all students and explain how they prepare students for study in the human services program. For example, describe the general education or liberal arts requirements of the institution.
 - c. Include any other pertinent background information, such as action plans for identified problem areas, changing enrollment patterns, marketing strategies, or institutional or curricular restructuring.
- **Interim Self-Study and Reaccreditations only**
 - a. Upload a copy of the letter from the VPA sent at the time of the prior accreditation notifying the program of the accreditation decision.

- b. Describe any major program changes since the prior accreditation.
 - **If the program has faculty at multiple campuses,**
For each campus:
 - Describe the location (s), and any unique characteristics.
 - Identify the faculty and staff on each campus.
 - Describe the student population at each campus.
 - **Hybrid/Online course delivery: If more than 50% of required human service courses are offered in a hybrid/online format, the program must:**
 - Provide documentation that the program provides adequate technical training and support for students and faculty.
 - **Include a glossary of terms used in the self-study and program materials) to provide clarity for the self-study readers.**
6. Documents uploaded to the accreditation platform should be in PDF format. Hyperlinks to externally stored documents or websites must be accessible and not password protected.
 7. Write the narrative to make your program “come alive” to the reader.
 8. Demonstrate compliance with each standard/specification.
 - a. Explain specifically and concisely how your program currently complies with each Standard and its associated specifications.
 - b. The matrix aligns the standards to specific courses. For curriculum standards, the narrative, matrix, and syllabi must be congruent.
 - c. The narrative describes how the curriculum standards are met in the program courses. This is done by highlighting lectures, assignments, projects, class-activities, and assessments in syllabi that address particular standards and specifications.
 - d. Explaining how your program complies must always include reference(s) to a specific document 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, upload the document that provides assignment specifics.
 9. Curriculum Standards
 - a. When responding to the curriculum standards, include in the narrative only the core course(s) on the matrix that all students are required to complete, and that is/are most representative of compliance with the curriculum standards.
 - b. Example Format for a Curriculum Standard and Specification

Example of a Curriculum Standard Response	
3. Human Services Delivery Systems	
Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.	
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.	
Specifications for Standard 13: [For each Specification: provide clear, detailed, concise, and descriptive narrative and refer the reader to the name and location of any documents (e.g., attachments/appendices) that support and verify statements made in the narrative. Refer to the page or section of attached supporting documents.]	
Demonstrate how the following are included as a major emphasis of the curriculum:	
NOTE: <i>Identify and briefly describe how a course or course complies with each Specification (e.g., textbook chapters, lectures, in-class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and or specific assignment for verification.</i>	
a.	<p>The range and characteristics of human services delivery systems and organizations.</p> <p>Response:</p> <p>HS 101 Overview of Human Services This course introduces students to the range of human service organizations and delivery systems primarily through the required 20 hours of volunteer service at a human service agency. For this assignment, they use (x) a campus organization that facilitates volunteerism. Students choose a volunteer site from a long list of organizations. After they complete their volunteer work, they create a PowerPoint Presentation on the experience to present to the class. In addition, representatives from at least four human service agencies speak to the class during the semester.</p> <p>Uploaded document: HS 101 Master Syllabus</p> <p>Uploaded assessment documents: Volunteer Reflection Paper and Human Service Agency Paper and Presentation</p>
b	The range of populations served, and needs addressed by human services.
OR.	Response:

	<p>The introductory course, HS 101 Overview of Human Services, familiarizes students with a range of populations served and needs addressed by human service professionals. This class is replete with examples of populations in need of human services. Videos on Poverty and Homelessness are shown to students. Class lectures focus on mental illness and immigration. Students discuss the various at-risk populations in class. Students create a local community resource guide for a designated population. Within HS 135-Cultural Competence students are required to master an understanding of the range of populations served and needs addressed by human services professionals through completion of a book review, a community analysis paper, and through a group project on developing an agency.</p> <p>Text box hyperlinks</p> <p>HS 101 course syllabus</p> <p>HS 135 course syllabus</p> <p>Special Assignments (see “Knowing Your Community”, “Building a Community”, “Agency Overcome” https://college.edu/humanservices.)</p>
Readers’ Perspective	<p>The writing style varies based upon the individual writer. The writer must be clear and concise in the description and provide evidence that verifies the content of the narrative.</p> <p>The Self-Study Readers can only verify compliance with the Standard and Specification when the narrative clearly aligns the courses listed in the Matrix with the Standard Specification and demonstrates compliance with specific documentation that demonstrates student learning or program compliance.</p>

10. Complete the *Self-Study Completion Checklist*

11. Common Errors in Developing a Self-Study

- Failure to assure congruence between the courses identified on the Matrix and the course described in the narrative for the Curriculum Standards.
- Failure to identify and address all Specifications for each Standard in the narrative.
- Failure to be sufficiently specific in describing compliance with a Standard and its Specifications. Be concise and focused.
- Documents are missing, i.e., curriculum matrix, syllabi, advisory committee minutes, field placement manuals, student handbooks, evaluation forms and learning contracts, college catalog, etc.
- The format for the narrative portion is not consistent throughout.

- The narrative has not been sufficiently edited for spelling and grammatical errors. Errors distract readers from the content.
- Narrative does not guide the reader in interpreting uploaded or linked evidence.
- Pages in multipage documents are not numbered.
- Data is inconsistently referenced throughout the self-study. For example, the number of females in the program may be one in the narrative and another in the uploaded college catalog.
- The narrative lacks sufficient data to support compliance with the Standards, so the reader is asked to assume compliance without adequate information.

Section V: Site Visit Guidelines

Site Visit Process

The site visit aims to gather information that corroborates the self-study and verify, clarify, and amplify the program’s compliance with the national standards. It is required for the initial accreditation and every ten years thereafter. The VPA assigns readers to review the self-study independently. Two of the readers will be identified as site visitors. The VPA will initiate a site visit by contacting the program after receiving a lead reader report indicating that the self-study is sufficient and warrants the next step of the accreditation process.

Tips for a Successful Site Visit

Site visits involve a two to three-day commitment. The tips below will assist you in planning and providing a comfortable and rewarding experience for all.

- Site visitor expenses will be covered by the site visit fee submitted. The institution will be invoiced for the site visit fee and payment must be made before the site visit.
- Provide site visitors with a detailed itinerary before the site visit, including the names and titles of all those expected to attend each meeting.
- Don’t overcoach participants. Site visitors are there to confirm and verify the self-study report and the availability of resources.
- The following is a suggested site visit itinerary that the program and lead reader may use to initiate discussion for the program’s site visit itinerary. The program should work with the lead site visitor to make any necessary modifications to the itinerary. The program and the lead site visitor should agree on the itinerary prior to the arrival of the site visitors.

Sample Schedule

Contact person:

Site Visitors Arrive Afternoon/Evening – DAY 1	
Lodging: Address: Phone: Dinner first night (optional) Site Visitors will be responsible for their own meal expenses. Attendees:	
DAY 2:	
Meeting #1	Meet with Administration: President, Chief Academic Officer(s) <i>Attendees:</i>

30 Minutes 9:00 – 9:30 Room	<ul style="list-style-type: none"> ● Introductions ● Council background information ● Site Visit process ● Questions and answers
Meeting #2 90 Minutes 9:45 – 11:15 Room	Initial meeting with faculty and staff Faculty and Staff: <ul style="list-style-type: none"> ● Explain the Site Visit process. ● Make any necessary adjustments to the itinerary. ● Address specific questions gathered from readers assigned to the Self-Study. Discuss questions related to specific Standards. ● Discuss general questions put forth by the Council based on catalog, etc.
Meeting #3 45 Minutes 11:30 – 12:15 Room	Visit Library, Technology Centers, Educational Labs Librarian: <ul style="list-style-type: none"> ● Introductions ● Examine holdings. ● Review how the program accesses media materials. ● Recent Program acquisitions. ● Do faculty give library assignments? ● Students' use of the library ● Librarian issues or compliments regarding the program ● Integration of technology into teaching and learning ● Accessibility of other resources <p>If the program offers more than 50% of courses in an online or hybrid format, a meeting with the Instructional Technology department must be added to the schedule.</p> <p>Build in a lunch break for site visitors.</p>
Meeting #4 60 minutes 12:45 - 1:45 Room	Meet with students/recent graduates informally (Program personnel not present) Meet with students and recent graduates. <ul style="list-style-type: none"> ● Introductions ● Students will be asked what they would like to change and why, what they never hope to change and why, and for general information about courses, fieldwork, advising, grading, and faculty availability.
Meeting #5 120 Minutes 2:00 – 4:00 Field Site	1st field placement site visit: Field Placement Coordinator, Agency Rep: <ul style="list-style-type: none"> ● How placements are determined ● How learning objectives are determined ● How students are evaluated ● How problems are handled ● Faculty site visits: who is included, how often, who sets agenda, and observation
Meeting #6 60 Minutes 4:30 – 5:30	Meet with advisory board members and other college personnel as determined by site. Attendees: <ul style="list-style-type: none"> ● Frequency of meetings ● How the committee advocates for the program. <i>Provide examples.</i> ● How they perceive their input to the program. ● What they see as the strengths and limitations of the program.

Room	<ul style="list-style-type: none"> Identify suggestions the Advisory Committee made to the Program and the outcomes.
Meeting #7 Evening	Site visitors return to lodging.
DAY 3:	
	Breakfast
	Site visitors check out of hotel
Meeting #8 45 Minutes 9:00 – 9:45 am Site	2nd field placement site visit: <i>Field Placement Coordinator, Agency Rep:</i>
Meeting #9 15 Minutes 10:00 – 10:15	Site visitors meet alone to prepare for the two exit meetings
Meeting #10 45 Minutes 10:15 – 11:00	Site visitors meet with faculty and staff. <i>Faculty attendees:</i> <ul style="list-style-type: none"> Go over the list of strengths. Present areas of concern (if any) Request any further information they feel the Board may need to consider. This does not preclude the Board from requesting additional information after their next board meeting.
Meeting #11 30 Minutes 11:00 – 11:30	Site visitors meet with the President, Chief Academic Officer(s), Dean, Department Chair/Program Chair <i>Attendees:</i> <ul style="list-style-type: none"> Provide an overview of the accreditation process and the work involved in self-study. Strengths of the program Concerns (if any) Express appreciation for college support of the human services program

Section VI. Appendices

Appendix A: CSHSE Policy for Board Accreditation/Reaccreditation Decisions

The Board of Directors of the Council will act on the initial accreditation or reaccreditation based on reader reports, site visitor reports, and policies and procedures of the Board. Programs under review will be informally notified of Board action via email by the VPA within ten days and formally notified of Board action by a letter from the VPA within 30 days. Board action will also be posted on the website within 30 days of the decision.

Initial Accreditation, Interim Report and Review, and Reaccreditation Decisions

A. Accredited

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

C. Tabled Accreditation/Reaccreditation

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

D. Deny, Suspend or Revoke Accreditation

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

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

Actions About Maintaining Accreditation

A. Warning

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

B. Lapse in accreditation status

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

1. Non-payment of membership dues.
2. Reaccreditation application and fee are not received by the due date.
3. Failure to meet the deadlines stated in a one-year extension of the reaccreditation period.

Appendix B: Appeals Policy and Procedures

Purpose

This appeals policy provides a rationale and procedures for human services education programs to appeal any decision made by the CSHSE regarding their accreditation status.

Definitions

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

Appeal: An appeal is a request from a Human Services Program to the CSHSE Board to reconsider its decision regarding the program's accreditation status.

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

Approved External Reader: A human services program faculty member with experience as a self-study reader. External readers chosen for this process cannot be the appellant's CSHSE Board Member-at-Large or a reader involved in the process of evaluation leading to the decision under appeal.

Procedures

Step 1 Upon receipt of the accreditation/re-accreditation status notification letter from the VPA, a program has 60 days to submit four copies of the Appeals Request Form to the VPA. (Appeals Request Form is located on the CSHSE website.)

Step 2: The VPA notifies the Appellant and the CSHSE Board within 10 days of receiving the Appeals Request Form.

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

- a) The Appeals Panel consists of three people: two CSHSE-approved external readers from the same program level as the appellant and one member of the CSHSE board who was not involved as either a consultant or a reader for the program's self-study.
- b) Within ten days of the appointment of the Appeals Panel, the VPA sends the Appeals Request Form, the supporting materials, the Board accreditation status notification letter, the reports of the original self-study readers, and the report compiled by the lead reader/site visitor to each panel member. (A copy of the self-study will be made available to panel members, if appropriate or requested.) Only self-study documents provided by the program prior to the accrediting/re-accrediting decision will be considered.

- c) Panel members will independently read all documents related to the appeal and submit separate reports (see Appeals Panel Member's Recommendation).

Step 4 Appeals Panel members submit recommendations.

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

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

Step 6 The CSHSE VPA notifies the Appellant in writing of the Board's decision and its rationale within ten days of the Board meeting.

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

Expenses of Appeal

- a) The expenses incurred in developing and presenting its appeal shall be borne exclusively by the human services education program filing the appeal.
- b) The CSHSE shall bear the expenses involved in establishing the Appeals Panel, providing appeals materials, and any other appeals-related costs.

Appeals Request Form

Name of Program: _____

Date: _____

Appellant Name:

Address:

E-mail Address: _____

Phone Number: _____

Date of Notification Letter from Council: _____

Additional contact information_(if different from the above):

Attach a letter addressing the following:

1. **Accreditation status decision being appealed and desired outcome. State precisely the grounds for the appeal: Grounds are restricted to the CSHSE Board's initial decision, which is considered contrary to the weight of evidence.**

Appendix C: CSHSE Policy and Procedures for Complaints

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

1.0 Policy on Complaints

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

2.0 Complaint Procedure

- 2.1 The complaint must be on the form provided by CSHSE.
 - 2.1.1 The form includes the following:
 - 2.1.1.1 Complainant's contact information, including a street address for future correspondence;
 - 2.1.1.2 A brief narrative of the facts of the complaint;
 - 2.1.1.3 All previous attempted resolutions regarding the complaint;
 - 2.1.1.4 An indication of why the complainant believes the issue is related to National Standards and CSHSE accreditation;
 - 2.1.1.5 The identification of the Standard(s) and/or its Specification(s) that is/are relevant to the complaint;
 - 2.1.1.6 A signature and date.

- 2.1.2 Complainant must attach all documentation related to previous attempts to resolve the complaint.
 - 2.1.3 Complainant must attach additional relevant documents that support the narrative describing the complaint. Examples: *institutional and/or program policies, portions of course syllabi, assignments, learning agreements, etc.*
 - 2.1.4 A person bringing a complaint on behalf of another (e.g., son, daughter, client) must include that individual's consent in writing to allow such communication.
- 2.2 Complaints will be submitted to the CSHSE VPA.
- 2.3 The completed form can be sent by regular mail or submitted electronically in scanned PDF format; no other electronic format will be accepted.
- 2.4 The Executive Committee of the CSHSE reviews and acts on the complaint within 30 days. One of the following actions will be taken:
- 2.4.1 Request additional information; complainant has 30 days from receipt of second day air to respond;
 - 2.4.2 Forward to the program or institution; program or institution has 30 days from receipt of second day air to respond;
 - 2.4.3 Reject the complaint because it does not fall within the purview of the CSHSE.
- 2.5 After the responses from the institution and the rebuttal have been received, the Executive Committee will review the documents and make a recommendation to the Board. At the next regularly scheduled meeting, the Board of Directors will decide on one of the following actions:
- 2.5.1 Dismiss the complaint;
 - 2.5.2 Request additional information for further review by the Executive Committee;
 - 2.5.3 Request compliance with the standard within a specified timeframe.
- 2.6 If the board action is to request compliance with the standard, the institution must respond within the specified timeframe documenting compliance. The Board of Directors will:
- 2.6.1 Confirm compliance;
 - 2.6.2 Consider the issue resolved and inform the program.
- 2.7 In the case of non-compliance, the Board may suspend or revoke accreditation. (No response within the specified timeframe is considered noncompliance.) The program will be officially informed.