



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>

9600 SW Oak Street, Suite 565, Tigard, Oregon 97223
503-253-9385

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November 7, 2025

Tam Villar, Ph.D., Associate Professor-in-Residence, Human Services Program Coordinator
4505 S. Maryland Pkwy
Las Vegas, NV 89154

Re: CSHSE Board accreditation decision

Dear Dr. Villar,

The CSHSE Board reviewed the Reader reports and voted to **accredit the Bachelor of Human Services baccalaureate program at the University of Nevada Las Vegas with no conditions**. The program's **accreditation cycle** will be from October 2025 to October 2030).

The Readers (*and Site Visitors*) noted many strengths of the program:

- Regarding Standard 2, there is a well-articulated mission statement as well as alignment with the mission of the units in which the program is housed, reflective of the emphasis of their program. Curriculum overview reflects a number of disciplines and supporting documents (throughout), emphasizing the breadth and depth of the program offerings (including the Matrix). Knowledge base and theories seem to support program's conceptual framework. Very strong instructional support team including technology.
- Regarding Standard 3, the Advisory Committee Minutes reflect the tracking of the accreditation process, thereby keeping committee members apprised of the process and perhaps the opportunity to be actively engaged in implementing changes when necessary. The advisory committee appears to interface with the program relative to the curriculum and capstone courses. Courses offered in multiple formats and times to meet student needs.
- Regarding Standard 4, the Assessment plan and assessment tools were included as well as a description of how the findings created modifications to courses which seemed to have an impact on graduation rates as well as applications to the program. The Evaluation process and summary appeared comprehensive as well as when it would set the potential for modifying a course or process. Professional development well supported.



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- Regarding Standard 6, the faculty curriculum vitae reflect a strong and diverse knowledge base and clinical/experience history. They also meet the standard for having faculty with a minimum of a master's degree.
- Regarding Standard 7, the faculty, practicum coordinators, and field supervisors all have an active role in the evaluation of students. Student advising is available via faculty/advisors and there appears to be excellent resources for professional development.
- In connection to Standard 8, CED 200 and other courses demonstrate considerable time and lessons relative to self-awareness in relation to a student's own culture, biases, prejudices, belief systems, and stereotyping. The awareness, knowledge, and skills can be observed within the curriculum in a variety of modalities as well as intercultural fluency, accessibility, and cultural awareness.
- Regarding Standard 10, there was interest in the use of the Transferology process, allowing students to see how their credit hours would transfer before they actually completed the application process.
- Regarding Standard 14, there was an appreciation for the article critiques and discussions, as excellent tools for students to assimilate and utilize knowledge.
- In connection to Standard 17, several courses address these areas in which classroom assignments, mock sessions throughout the curriculum with feedback from peers, faculty, and site supervisors – from classroom to practicum – all provide a great feedback loop. Additionally, courses and their syllabi clearly site standards to be addressed in each of the courses to further educate students of the importance of the responsibility of these standards and accountability to follow them.
- The program is commended since their agency surveys are to be conducted yearly, and the alumni survey every 2 years. This regular data gathering should be valuable to the program.
- The program exceeds its established goals. The undergraduate graduation rate has consistently increased over time, moving from 22.1% in 2020 to 27.1% in 2024 for the 4-year graduation rate, and from 44.3% in 2020 to 50.4% in 2024 for the 6-year graduation rate.
- All full-time faculty are provided with travel funds to attend and present at national conferences in their discipline each academic year. Faculty also receive professional membership reimbursement from professional development funds. Faculty members receive course releases to engage in research, publication, grants, and service.

b. From Site Visit

- The program leadership provided a comprehensive site visit experience and were open to all feedback.
- The University Library is robust and during the site visit tour it was obvious that students were highly engaged in the services and spaces offered there. Significant support is offered to faculty by the library, as well.
- The SOAP organization is a wonderful opportunity to help spread awareness of the Human Services program on UNLV's campus.
- The advising support for students is holistic and advisors appear to be very



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knowledgeable of the program able to support students effectively.

- Students and alumni spoke highly of their educational experiences in the program. This manifested itself in success in graduate level programs, as well as professional success.
- Specific faculty mentioned by students and alumni included Dr. Tam Villar, Dr. Brett Gleason, and Ms. Helen Duerr, but the overarching theme expressed by everyone in the group was that faculty were supportive and able to connect course content to “real world” contexts.
- CED 315 and CED 465 were both mentioned as being significantly formative for people in the group.
- The Advisory Committee spoke to the effective communication of the program with internship sites. They also identified the experiential focus of the program as being transformative for students.
- There appears to be strong support for the program from the Dean’s Office, as well as from the Interim Provost.

The next accreditation cycle will be a **reaccreditation interim report and review with no site visit**. The self-study submission must be completed within the timeline for the **October 2030** Board review. **A copy of this letter must be included with your next self-study.**

As an accredited program, the Program must regularly review information on the CSHSE website, <https://cshse.org>, for any new changes in policies and standards. Your program must use the standards that are in effect at the time when the application is submitted for the next cycle.

During this accreditation cycle, your accredited program has the responsibility to maintain active CSHSE membership each year of the accreditation cycle for the accreditation status to remain in good standing. Refer to the Member Handbook, Accreditation and Self-Study Guidelines for updated information. Additionally, the accredited program shall ensure that the program representative contact information remains current with CSHSE and is updated as needed.

Please refer to the Board actions for maintaining accreditation in Appendix I of the Member Handbook. Your Program must ensure that program and student achievement indicators on the CSHSE website remain accurate (within 2 years of the current academic year) and the hyperlinks remain active. The CSHSE will review this information at each board meeting during the year: February, June, and October. Contact the CSHSE VPA if a hyperlink must be revised so that our website is current with your program information.

Congratulations on continuing accreditation with the Council for Standards in Human Service Education continuing as an accredited program and supporting quality and excellence human services education.



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A formal certificate, signed by our President, Dr. Yvonne Chase, will be forthcoming.

Sincerely,

Julia M. Becerra

Julia M. Becerra, Ph.D., MBA, LMFT

Vice President of Accreditation

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cc: Sterling Saddler, Department Chair CSH

Dr. Yvonne Chase, CSHSE President and Board Member at Large

Dr. James Ruby, Lead Reader