



Council for Standards in
Human Service Education

Bulletin

*Highlighting best practices in
human service education*

Lynne A Kellner, Ph.D.
Editor

A Message from the President

Elaine R. Green, Ed.D., HS-BCP
Chestnut Hill College
CSHSE President

CSHSE continues its work "...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." This newly revised mission statement was adapted at the June meeting of the CSHSE Board. At the same meeting, the vision statement: "To promote excellence in human service education, to provide quality assurance, and support standards of performance and practice" was also revised. These are just two of many transitions that have taken place in 2017-2018.

The Associate and Baccalaureate degree level Standards have been reviewed and revised based on input and feedback from Member Programs. Several Standards were combined and a new Standard 8 was added which addresses Cultural Competency and reads: "The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork." The older versions of the CSHSE Standards are still available for programs currently in progress towards accreditation/reaccreditation. Programs seeking accreditation effective July 1, 2018 are advised to use the revised Standards and Specifications. The Master degree level Standards and Specifications are currently under review.

The Self-Study Templates; Member Handbook: Self-Study and Accreditation Guide; Self-Study Reader Handbook; and the Board Manual have also been revised to reflect all Standards revisions and policy changes. In addition, you will notice a new look to the CSHSE website, including a member log-in feature. Please visit us at <https://cshse.org/>.

The CSHSE Board has also seen transitions during the past year. In October 2017, Stephany Hewitt stepped down after serving as the former South Regional Director and Member-at-Large. Shawn Worthy, former West Regional Director and Member-at-Large, will also be stepping down after the October 2018 meeting. We appreciate and want to thank Stephany and Shawn for their many years

of service to the Board. In the Spring, Katherine Pickens transitioned from Member-at-Large to Public Member after a change in employment. At the June 2018 meeting, Yvonne Chase was re-appointed to a 4-year term as Secretary and Harold Gates was re-appointed to another 2-year term as Member-at-Large. And, to help with Board transitions, I agreed to serve as President through December 2019. As a result, the Board approved the addition of three additional Members-at-Large.

Here are the criteria for Board Membership:

- Current or former faculty/staff at a current CSHSE member program
- Accepts the CSHSE mission and by-laws, is committed to promoting the purpose of the organization, and adheres to the CSHSE Board Code of Ethics
- Must have letter of approval/support from one's institution.

Overall Board Responsibilities include:

- Serves as a Self-Study Reader and/or Site Visitor
- Provides consultation to Human Service programs seeking accreditation/reaccreditation
- Participates in Board meetings three times a year and engages in the review process of programs seeking accreditation/reaccreditation in addition to other board business
- Actively serves on committees of the Board
- Manages the affairs of the Council between meetings

Please let us know if you are interested in being considered for a future CSHSE Board position. An ideal way to get started is to volunteer to be a self-study reader and site visitor!

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African American Student Success at Midlands Technical College

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Midlands Technical College

Program Director of Human Services & American Sign Language Programs

Research indicates that first-generation students are challenged with numerous issues, including low college entrance scores, high dropout/ low retention rates, and low income. Additionally, most first-generation students are slightly older than the typical 18-year-old freshman (Schauer, 2005). Our 2017-2018 program review at Midlands Technical College (MTC) revealed that African-Americans make up 60% of the Human Services students while approximately 30% are Caucasian. Women comprise 87% of our student population, and men 13%. At least 50% of our students report as first-generation college students and many face the challenges listed above.

Despite these challenges, minority students enrolled in the Human Services Program at Midlands Technical College have done exceptionally well. MTC is among the top 50 ranked colleges nationally of institutions awarding Associate Degrees to African-American students in seven career clusters: Human Services (#13), Paralegal Studies (#13), Public Administration and Social Services (#25), Multi-Interdisciplinary Studies (#26), Accounting and Related Services (#30), Business Operations and Assistant Services (#35), and Mechanic and Repair Technologies/Technicians (#44) (Professional Services Up Close, 2015).

When considering the best practices to encourage student success, consider our model at MTC's Human Services Program. It is founded on our staff's commitment to building trust, providing a caring atmosphere, and nurturing the support and encouragement that students need to be successful and complete their degrees at MTC. We work diligently to retain our students while keeping them devoted and involved in academic and community activities. Dr. Mary Rawls, former Program Director of the Human Services and American Sign Language Programs, was impeccably dedicated to student achievement. As part of her vision to maintain student success, Dr. Rawls implemented year-round academic advising. Students could simply pick up the phone and directly contact any of the program faculty (Dr. Mary Rawls; Michelle Eargle, MSW; or Renee Coletrain, MSW) to schedule an appointment. It was not necessary to wait until registration time to meet with an advisor. During this time, students were introduced to and educated about their curriculum. From my observations over the years, students seem to do better when they understand why they have to take the identified courses in the curriculum. The opportunity to receive advisement at any time of the year proved to be critical to the success of our students. In addition to discussing academic issues, faculty would discuss real-life challenges with students, such as lack of adequate childcare or transportation, family issues, or other problems that may impair their efforts to remain in school. This has allowed faculty to successfully collaborate with students in finding solutions

to their problems, thus enabling many to remain in school.

Hands-on service learning projects provide community-based learning opportunities that give students a clearer understanding of the field, nurture their professional development, and help them build needed skills to work with service recipients. Additionally, a reflective component of the service learning teaching model requires students to process the learning experience through writing assignments. For example, each year the Human Services Program at MTC hosts a Jane Addams Gala, which is a fund raiser for a scholarship entitled the "Neediest Scholarship Fund." Both currently enrolled students and alumni collaborate in planning, designing, and implementing the annual gala. This project challenges students to demonstrate that they can effectively coordinate a major event. Responsibilities for the gala include the sale of tickets, successfully planning a silent auction, selection of a theme, as well as carefully selecting and scheduling a keynote speaker. This project teaches students the importance of team work, networking, and event planning all within one project. Once completed, the students debrief and reflect of their experiences together and begin planning the next year's event. The Jane Addams Gala is an outstanding project and event that engages students before and after graduation. Alumni remain engaged with the college year-after-year to assist new students in successfully planning the gala.

As an African American instructor, I myself attended community college and know all too well the challenges faced by first-generation students. I thoroughly enjoy the students at Midlands Technical College that I have encountered over my 19 years of teaching. Looking towards the future, MTC will continue to couple experiential learning with a strong academic curriculum in order to effectively prepare students to work with diverse populations. We will be vigilant to continue to advocate for underserved populations, while expecting excellence from students regardless of their backgrounds. Hooray for student engagement!

Professional Services Close-Up. (2015, October 15).

Diverse: Issues in Higher Education Features Study Focused on Doctoral and Professional Degrees Awarded to Minorities. Retrieved from http://bi.galegroup.com/essentials/article/GALE%7CA431598148?u=mmln_c_fitchcol&sid=summon

Schauer, I. (2005, February). Issues facing first generation college students. *Academic Advising Today*, 28(1). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Issues-Facing-First-Generation-College-Students.aspx>.

The Interdisciplinary Use of Animals in Therapy

Dr. Nancy Wood

St. Leo University

College of Education and Social Sciences

Much has been written on the role animals play in the human-animal relationship; the comfort animals provide passengers on airplanes is one such example. Today human-animal studies (HAS) is a fast-growing interdisciplinary field. As educators, it is important to bring this information to students in the classroom. The College of Education and Social Services at Saint Leo University has developed its first interdisciplinary animal-assisted therapy course. In the spring of 2018, faculty across various disciplines developed a new course: *Interdisciplinary Approaches: Services and Therapy Animals*. The knowledge bases of human-animal interactions (HAI) and the human-animal bond (HAB) formed the foundation of this introductory elective course to enable students to explore the impact of human/animal interactions on individuals, animals, the work environment, and the larger society.

During the 16-week course at Saint Leo University, three instructors from social work, criminal justice, and human services provided their own disciplinary perspectives to this course. The content of the course was applicable across various disciplines such as education, human services, social work, and criminal justice. The interdisciplinary nature of the course also allowed students the opportunity to learn from and interact with those from different majors.

Course topics may include: the social, physical and emotional/psychological impact of HAI within the helping professions; educational benefits and therapeutic roles of animals; ethical and animal welfare considerations; and the connection between violence toward people and violence toward animals. Assignments provide experimental learning opportunities for students to apply key concepts in HAS. Some students have volunteered at agencies, organizations, or institutions that provide education, assistance, or other services utilizing service animals or animal-assisted therapy. Each student has the option of writing a paper and/or giving a presentation based on their volunteer experience. For another assignment, students may interview an animal handler who works with a service animal in a helping agency or program.

Additionally, speakers with various expertise helped introduce students to the contributions of animals in medical and mental health settings. Several experts in the HAS field shared their knowledge of animal therapy and animal services (e.g., equine therapy, play therapy) and explain the numerous roles that animals can have in a variety of settings, including schools, one-on-one therapy sessions, medicine, courtrooms, and colleges. Physical therapists described how using horses in their work with children who had disabilities helped improve core muscle strength faster than alternative exercises. A principal of a K-12 Academy, devoted to animal care and agriculture,

explained the importance of ecological and biological studies for residents in a rural community. Criminal Justice professionals described the “Paws on Patrol” program and how it was used to reduce stress when interviewing victims about traumatic events. Medical social workers educated students on the importance of human animal bonding before and after medical procedures as a proven way to support effective treatments.

In developing the course, the faculty found the CSHSE's Standard 15 relevant and added it to the syllabus: “*The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies and implementation; and evaluation of outcomes.*” To this end, the following Learning Objectives were developed for the course:

- Plan professional, ethical, goal-directed, individualized and group animal-assisted therapy programs that incorporate animal welfare
- Examine the relationships between people and animals in a variety of cultural, historical and social contexts
- Initiate animal-assisted interventions in various milieus, especially those that serve diverse populations with regard to gender and gender identification, age, ethnicity, sexual orientation, religion, class, and mental or physical different abilities
- Enhance students' career opportunities and professional/personal development
- Build a resource network

The course was successful in generating student interest in animal-assisted therapies as well as teaching assessment skills, therapeutic interventions, and animal knowledge. Students completed many volunteer contact hours at animal shelters, equine therapy ranches for children with disabilities, service dog and animal training programs, medical facilities, and criminal justice programs using dogs. Several students continued working with animals through internships and field placements; one student developed a plan to create her own animal training business. The class will continue to be offered as an elective for students in human services, social work, criminal justice, and education.

Resources for Further Information

American Veterinary Medical Foundation (AVMA):
<https://www.avma.org/kb/resources/reference/human-animal-bond/pages/human-animal-bond-avma.aspx>

Human-Animal Bond: <https://humananimalbond.org>

Human Animal Bond Research Institute: <https://habri.org>

Combining “Service-Learning” with “Study Abroad”

Norma Gaines-Hanks

University of Delaware

Department of Human Development and Family Sciences

The Department of Human Development and Family Sciences (HDFS) offers a service-learning focused study abroad program during our five-week winter session in January. This program provides Human Services students the opportunity to complete their 50-hour field placement requirement within an international setting; it is open to all University of Delaware students regardless of major as well. While the University of Delaware sponsors other study abroad programs, the Department of Human Development and Family Sciences' programs are based on a “service learning” model. Along with an average of 24 students per group, there are typically two faculty directors—one from HDFS and the other usually from the Department of Hospitality Business Management.

My first trip was in 1999 when I travelled to South Africa as a faculty director with a group of 20 students and a colleague from the School of Education. Students worked in a variety of settings, including orphanages, non-governmental organizations (NGOs), and primary school based in Pretoria-area townships. Since then, our program has expanded to include a Cape Town area township school.

Throughout the years, the South Africa program has been highly regarded by both students and University administrators. This prompted us to consider other potential sites, particularly those that were perhaps more affordable, and closer, than South Africa. Therefore, we added Barbados as an alternate destination in 2005. Since then, the department has offered the programs in each site in alternating years, and I have been fortunate enough to serve as co-director or director for both.

Our goal is to provide students with an enriching experience beyond that of simply volunteering or “voluntourism.” For Human Services students, the fifty-hour required service learning placement is complemented by the three-credit seminar: “Experiential Education.” This class encourages students to process their placement activities and read related articles that provide context for their experiences. Discussion topics include: “What is Service-Learning,” “Navigating Difference,” and “Voluntourism vs. Service-Learning.” Country-specific topics, such as educational structures in Barbados and family support systems for children infected with or affected by HIV/AIDS in South Africa, are also integrated and tailored to each seminar. Students from other majors take a course relevant to their experiences and studies, such as “International Etiquette and Protocol” or “Families and Their Communities.” The combination of experiential and more formal learning adds up to the six-credit hours students receive upon completing the program.

In addition to the Experiential Education course, which is exclusively for HDFS students, all students,

regardless of major, take a course that I developed called “Culture in Context.” This course is specifically designed to expose students to the host country’s culture through excursions, guest speakers, and specialized course readings. Students recently completed a cumulative project of a photo journal in which they compiled photos and brief narratives focused on three themes: Service-Learning Placements, Cultural Excursions, and Interacting with Locals.

Since 1999, approximately 465 students have participated in the programs in South Africa (60%) and Barbados (40%). Of those groups, Human Services students represented about 33% of the 11 groups that have gone to South Africa and about 50% of the eight Barbados-bound groups (including those students anticipated in 2019).

As popular as these programs have been, there have been some challenges. Program participants tend to be overwhelmingly female (93% for Barbados and 90.3% for South Africa) and primarily White (80.3% for South Africa and 77.5% for Barbados). However, the Barbados program does tend to attract slightly more African-Heritage students than the South African trip: 17% vs. 13%. We hope to attract students of more diversity in the future.

Another challenge has been finding appropriate placement sites in our host countries that offer hands-on learning opportunities rather than just a chance to “volunteer.” We have identified local partners in each country who help establish relationships with organizations/agencies that are interested in hosting our students. In South Africa, students initially completed 10 days at one site, but as of 2018, they began spreading their time between five days at community centers and orphanages in Pretoria-area townships and five days at a township school in Cape Town. Students in Barbados, however, work in targeted Ministry of Education primary schools or the Ministry of Health’s HIV/AIDS Consortium for the entire 10 days.

For many students, these programs are their first “international” experiences and allows them to embrace the value of being a “global citizen.” Even years after their involvement, students share how participating in the program changed their perceptions about others and themselves. One student noted: “...my current challenge is figuring out how I’ll use everything this trip has given me, and continues to give me, in a way that can benefit my domestic neighbors.” Many have reported that they feel a greater sense of gratitude. Several have since used these placements as the catalyst for additional international travel or pursued careers working with diverse populations, whether domestically or abroad.

Suggestions for Success when Applying for CSHSE Accreditation

(From a Recently Accredited Program)

Nicole Jackson Walker, Ed.D., MA-LPC, LACADC, DCC, HS-BCP
Brookdale Community College

When a Human Services program decides to seek CSHSE accreditation, the faculty involved might imagine the process as a daunting one. They would *not* be wrong; the CSHSE takes very seriously its standards and holds all accountable to them. Having recently completed this process for Brookdale Community College's Human Services programs, I hope that I might be able to share some suggestions that can make the experience a manageable, and dare I say, rewarding one.

To begin, assemble a team of vested individuals, who in addition to their expertise in human services, also possess strengths in technology, written communication skills, and hospitality and planning. While this may not appear an obvious team, these persons will come in handy when compiling data, perfecting your website, and presenting your findings. Additionally, someone who can recommend hotel arrangements, plan for meetings and meals, and provide a welcoming environment will be essential when arranging your site visit.

Your team should utilize the available resources provided by CSHSE. There are three key resources essential to completing the accreditation process: 1) The member-at-large assigned to your program, 2) the most recent edition of the Member Handbook: Accreditation and Self-Study Guide, and 3) the CSHSE website (www.cshse.org). The member-at-large is available to consult with your team. The Handbook provides timelines and instructions for writing the self-study. The CSHSE website includes templates for the National Standards for the various degree levels in Human Services, the curriculum Matrix, and other useful documents.

Prior to writing the narrative portion of the self-study, complete the Matrix which illustrates how your curriculum meets the various standards and specifications. You will include all of the required courses in your program. I would suggest that course leads be determined for each course and that each person complete the Matrix for their individual courses, since they will know best what standards are being covered. Once compiled, you will be able to assess your program's level of compliance with the standards and can use this as a guide to make any necessary changes in your program prior to completing the self-study. This is the gift of this process. As gaps are identified, improvements to your program can be made. As part of this assessment process, Brookdale removed and created programs, increased transferability, created a handbook, developed a website, amended rules and regulations, and improved curriculum. What we believed to already be an exceptional Human Services program was drastically

improved upon. I can think of little that is more rewarding.

You will then begin to write your self-study narrative, perhaps the most involved portion of the process. It should convince the self-study readers that each standard and its specifications have been met. Be as detailed as possible about how this is accomplished by providing syllabi, descriptions of specific activities and practices, assignments, and/or assessment reports. The appendices are an excellent place to gather these documents. Be concise yet illustrative. For example, if faculty meet the minimum educational requirements to teach courses, provide evidence of such through inclusion of their CVs in an appendix. I must emphasize that you should be sure that the courses on the Matrix match those described in the narrative and that you include supporting evidence of each specification in the corresponding appendix.

Some additional suggestions for success include: editing for proper format, spelling, and grammar; ensuring that all hyperlinks are in working order (this delayed our initial approval); and checking that pagination is accurate. Use the checklist to ensure that have everything required. Additionally, I would recommend that you construct a timeline and adhere to it; however, if not possible, do not be afraid to utilize the extension process. In general, do not hesitate to reach out for support from the designated member-at-large.

The last step in the process is the site visit. Look forward to this! This is an opportunity to enjoy the fruits of your labor - soak up the accolades! You have worked hard. Your task at this stage is simply to show the site visitors the strengths of your program and answer any remaining questions they have after reading your narrative. Remember that the readers are in support of your success and not looking to catch you for your failures; after all, they are compassionate Human Services professionals. Be sure to help facilitate travel accommodations and meeting times according to site visit guidelines. You will need to enlist administrators, faculty, students, and others who will provide evidence of how your program meets the standards to meet with the site visitors. If you should receive any recommendations after the site visit, do not fear. Remember you would not have gotten to this stage if your narrative about your program was subpar. In conclusion, as Theodore Roosevelt stated: "Nothing worth having comes easy." Having the CSHSE accreditation is well worth the effort. Students will enjoy the benefits of a nationally accredited program that holds them to exceptional standards.

Online Education Revised

Derk Riechers, *Executive Director; Online College*
Lamar Younginer, *Director; Educational Technologies*
Florence-Darlington Technical College

Overview

Online education is not a fad that we hope will go the way of bell-bottom pants or leg warmers; it has been a part of higher education for almost 20 years. However, many colleges have yet to fully embrace the idea of incorporating online concepts and technologies into their on-campus courses or to adopt effective pedagogy for online courses. Furthermore, distance education in individual institutions is often lacking strategic direction in effective pedagogy for online classes, online faculty training, enrollment, and student success outcomes.

CHALK

Florence-Darlington Technical College (FDTC) began teaching online in 1998 and has almost 100% of its faculty using online components based on a sound strategic direction in their classes. Currently, we have grown to over 100 faculty teaching over 200 sections of online and hybrid courses. Just a couple of years ago, FDTC was struggling with the issues mentioned in the opening statement. There was no direction for online education at FDTC in terms of course structure, online college design, branding, and strategic direction; the list goes on. Therefore, a complete revamp of the online college transpired and an original online program called CHALK, housed within our Learning Management System (LMS), was developed:

C - Comprehensive online faculty training and support

H - Higher Education online development tools

A - Artistry of creating and teaching online content

L - Learning best practices in online education

K - Knowledge development and transference

While there have been many and varied faculty training programs for online instruction developed across colleges/universities, the purpose of CHALK is to share the best practices of teaching online and to illustrate to faculty how online education is a powerful medium to deliver course content. The CHALK program was framed to address three levels: Associates, Bachelors, and Master modules. Each of these modules has carefully curated lessons regarding online education; however, the Associates module is the most critical area within the program. When CHALK was rolled out, one of the requirements was that all

full-time and adjunct faculty must complete the Associates Module because it taught the best practices of online education. Here at FDTC, the most significant areas we saw for online course improvement stemmed from course structure and consistency.

The best way to help explain this concept can be readily seen at your local Wal-Mart!

Walmart understands the concept of making it easy for their customers to do business and purchase products within the store. They make it easy for customers to always find products regardless of the Wal-Mart location. For instance, if the flat screen TVs are at the back of the store in Miami, then they should be at the back of the store in Atlanta; all Wal-Mart stores are modeled very similarly so their customers can readily find what they need at any location.

So how does this work in higher education? Glad you asked! We decided to try this approach with our online courses. We have customers (students) wanting to do business with us (pursuing a degree) at our college. How could we make their experience a better one? We decided we were going to set up all online courses in the exact same way, making it easy for students to find what they are looking for. Each course would be set up in weekly modules with each week's assignments all located together. Any assignment would be no more than two clicks away! Everything needed for the particular week was listed and organized in that weekly module style. This framework was also applied to onsite classes using the LMS for additional instruction. Students in those classes knew where to find materials within the LMS with ease.

Results

Based on the CHALK program and other initiatives (strategic plan, online student services, and online college branding), our online success rates has dramatically increased along with enrollment. Faculty became excited to teach online as an established framework was developed. Equally as important, students are thriving in their online classes! The student can focus now on completing course materials instead of trying to locate where the course syllabus and content is housed. **So, make your own Chalk Program Today!**

Three Things to Make Online Education More Effective

Mark C. Reh fuss, Ph.D.

Old Dominion University

Human Services Online Program Director

As the director of an online Human Services program recently accredited by the CSHSE, I'd like to take this opportunity to share three general concepts that can make any online Human Services program more effective: Community, Consistency, and Connection.

Community is about having a clear vision for why online learning is important to you as an instructor and to your program. You have to remember what education is about: providing opportunity for others to achieve their dreams and goals through expanding their knowledge and skills. Online education extends that opportunity to people who would not be able to participate, such as women and men that are engaged in their work, families, and

communities and cannot pursue their dreams in a standard brick-and-mortar educational setting. Online learning provides individuals the chance to gain an education in the midst of their busy lives without having to uproot themselves and their significant others from the communities that they value. Online education can create a career, expand a career, or provide a new career path. It can open doors where no doors existed and takes us back to the heart of human services which is helping others. But for effective pedagogy to take place more is needed than a motivational vision of community.

Consistency in the design and delivery of courses in the program is also vital to success. Often, we are

continued on page 7

Three Things to Make Online Education More Effective ... *continued from page 6*

encouraged to move courses online to appease a Director or a Dean, but online learning takes more than that. To be effective, you need to delineate a specific philosophical approach to online education that you and your program are going to embrace. There are many models to choose from, all falling somewhere on a continuum from student self-guided learning to live online lectures several days a week and everything in between. The spectrum is so broad that if you don't work to select one model, the result is often chaos, with every course being a totally different experience resulting in students getting confused, frustrated, and struggling to be successful.

As program faculty, we put in some very hard work creating a clear and consistent vision of what our online courses should look like and how they should function. We developed this plan before ever creating a course. We discussed and debated how our courses should function and what would produce the best product for the student and the faculty. We had to decide what would facilitate learning while also allowing for the flexibility that many students desired. We looked at our syllabi and decided what was essential for every course, be it face-to-face or online, in terms of activities, texts, assignments, etc., and then used

that information to establish guidelines. Making your program or courses consistent in structure and delivery empowers students to focus on learning the material and not on figuring out how every course is going to work.

Connection with students, with each other, and with the program. For connection to happen online you have to plan it. In a face-to-face course, students easily connect with the instructor, with each other, and with the program. This may take a little work but students get to know the instructor, their peers, and the program community. That connection has to be planned into online courses through consistent communications and updates weekly from the instructor, live web sessions, and by assigning small groups for discussion boards, activities, or blogs. Everything has to be planned into your course and integrated into your instruction. Responding quickly to emails, grading assignments in a timely manner, and giving audio and written feedback on everything submitted fosters learning and also builds a sense of connectedness that is vital to students' professional development.

Community, consistency, and connection are not an exhaustive list, but a place to start the discussion, to help you and your program be the best at building successful students and human services professionals.

New Cultural Competence Standard

At the June 2018 meeting, the Board voted to establish a stand-alone standard for cultural competence for all programs seeking accreditation or re-accreditation. The Board believes that this will place the appropriate emphasis on the necessity of developing culturally competent professionals in the Human Services field. This new standard is designed to ensure the program is effective in producing culturally competent professionals who possess a high level of self-awareness, knowledge, and skills in the complexities of multiculturalism. This encompasses the individual, family, and group levels as well as agency/organizational, community, and globally.

In their self-studies, programs will need to provide narratives of how they meet the following overall objectives of fostering the development of culturally competent professionals through program characteristics, curriculum,

and fieldwork.

Specifically, each program will be asked to address the following:

- How it includes cultural competence in program policies, procedures, and practices
- How it includes cultural competence training for faculty and staff
- How the curriculum integrates cultural competence, including, but not limited to, student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping
- How the curriculum includes the development of awareness, knowledge, and skills of diversity and culture

Accredited/ Re-Accredited Programs

Congratulations to the most recent programs to earn CSHSE accreditation or re-accreditation. (A complete list of CSHSE accredited programs is available at www.cshse.org/members.html)

Arkansas Technical University	(AR)
Delaware Technical and Community College - Owens Campus	(DE)
Delaware Technical and Community College - Wilmington Campus	(DE)
Florence Darlington Technical College	(SC)
Midlands Technical College	(SC)
Montgomery Community College	(NC)
Montgomery County Community College	(PA)
Old Dominion University	(VA)

Pitt Community College	(NC)
University of Delaware	(DE)
University of North Georgia	(GA)
University of Wisconsin - Oshkosh	(WI)

**CSHSE welcomes the following new and rejoining members:
(A complete list of CSHSE member programs is available at www.cshse.org/members.html)**

Colorado State University Global Campus	(CO)
Essex County College	(NJ)
Guilford Technical Community College	(NC)
John Jay College of Criminal Justice	(NY)

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New Board Members (October 2018)

Julia M. Bernard, Ph.D., LMFT, CFLE
East Tennessee State University

Dr. Karen E. Hinton-Polite
Harrisburg Area Community College (HACC)

Nicole Jackson Walker, EdD, MA-LPC, LCADC,
DCC, HS-BCP
Brookdale Community College