# Reader Report, Associate Degree Level

**Institution's Name:** _____Alleghany College of Maryland_____

**Program's Name:** ___Human Services_____

**Reader's Name and Credential:** ____Lauri Weiner, JD_____ **Date:** _____4/15/24_____

## General Program Characteristics: Introductory Information and Standards 1–10

| CSHSE Edvera Accreditation platform houses the online self-study which is divided into three sections: Introduction, General Program Characteristics (same for all three degree levels) Curriculum Standards for each degree level (associate, baccalaureate, masters), All programs must complete the Introduction and General Program Characteristics section. Only the curriculum that aligns to the degree program for which they are seeking accreditation must be completed. | For each Specification there should be a clear, detailed, concise and descriptive narrative, which includes active hyperlinks to documents or uploaded documents that support and verify statements made in the narrative. The reader should be referred to the appropriate page or section of multi paged documents. | | |
|---|---|---|---|
| **1. Introduction** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| **Program Information** | | | |
| 1. Certification Page uploaded | y | | |
| 2. Program Name | y | | Human Services |
| 3. Institution Name | y | | Alleghany College of Maryland |
| 4. Accreditation cycle for which CSHSE accreditation is being sought. (five year period) | | | Not specified, first certified Nov. 11, 1982, best guess 2024-2029 |
| 5. This Self-Study is submitted in request of Initial Reaccreditation, Interim Report and Review | y | | |
| **Person responsible signed off on accuracy of self-study** | y | | Annette Clark |

# Reader Report, Associate Degree Level

| A.     Required Introductory Material :General Introduction to the Program | Compliant | Non-Compliant | Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths |
|---|---|---|---|
| **1.** Specify the degree offered for which accreditation is being sought**.** | y | | Associate's Degree |
| 2.   Describe the Institution | | | |
|     a.   Describe the organizational structure, whether state or private, age of institution, brief history and so on. | y | | Serves low-income rural population (Appalachian), over 80% first gen, PWI, founded 1961 |
|     b.   Describe the institutional context of the Program.  For example, include organization charts and structure, goals, and objectives.  What levels of degree are offered by the institution. For large programs with multiple sites, organization charts are extremely helpful to the Readers. | y | | Recognized regionally and state-wide for clinically focused selective admissions in Allied Health-reports to Dean of Career Programs as independent department |
| 3.   Describe the Program (Do not duplicate information requested in the Specifications for Standard 1.) | Compliant | Non-Compliant | Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths |
|     a.   Briefly describe the strengths of the Program and any attributes that make the Program unique. | y | | Long-term commitment to excellence and high standards, seamless alignment mission and values, learning community, sustained commitment to self-awareness and personal growth, exceptional teaching and learning environment, innovative curriculum |
|     b.   Describe institutional course requirements for all students and explain how they prepare students for study in the human services program. For example, describe general or liberal arts requirements of the institution. | y | | 35 credits gen ed |

| | | Compliant | Non-Compliant | |
|---|---|---|---|---|
| c. | Include any other background information that may be pertinent such as action plans for identified problem areas, changing enrollment patterns, marketing strategies, or institutional or curricular restructuring. | y | | Develop and implement creative recruitment and retention strategies, assess effectiveness of restructured HS 190, assess need for flexibility in offering HS 170-hybrid model |
| **4.** | **Interim Report and Review and Reaccreditations only** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | Include a copy of the letter from the Vice President of Accreditation (VPA) sent at the time of the prior accreditation notifying the Program of the disposition of the application for accreditation. | y | | |
| b. | Describe any major program changes since the prior accreditation. | y | | Director of 34 years retired, 3 + 1 with Seton Hill developed and implemented, new technology |
| c.<br>d. | Describe any major curriculum changes since the prior accreditation. | y | | 1.HS 190 clinical simulation instead of in field, as effective ? 2. Community action capstone on hold 3. How Much of Yourself do You Own, 4. Open Heart space-Art Therapy for students |
| **5.** | **If the Program is delivered at multiple sites,**<br>n/a | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | For each site: | | | |
| | 1.  Describe the physical location and any unique characteristics | | | |
| | 2.  Identify the faculty, directors, and staff | | | |
| | 3.  Describe the student population | | | |

| | | Compliant | Non-Compliant | Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths |
|---|---|---|---|---|
| b. | Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites. | | | |
| **6.** | **Hybrid or Online Course Delivery: If more than 50% of required human service courses are offered in a hybrid/online format, the Program must:** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | Provide documentation that the program provides adequate technical training and support for students and faculty | **n/a** | | |
| | | | | |
| B. | **Include a glossary of terms as they are used in the self-study and Program materials (e.g., appendices) to provide clarity for the self-study readers.** | y | | |
| | | | | |
| **2.** | **General Program Characteristics** | | | |
| **A.** | **Institutional Requirements and Primary Program Objective** | | | |
| **Specifications for Standard 1:** The primary program objective shall be to prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities. | | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | The program is part of a degree granting college or university that is regionally accredited. | y | | Middle States |

| | | | |
|---|---|---|---|
| b. Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials). | y | | |
| c. Articulate how students are informed of the curricular and program expectations and requirements prior to admission. | y | | 8 mechanisms, print and web sources, required pre-Human Services course Soc 104, contact faculty, application process and packet, mandatory new student orientation, handbook |
| d. Provide a brief history of the program. | y | | First class graduated May 75. One of first accredited programs, 1990 mind/body self-care and scientific research, health and healing |
| e. Describe the student population including the demographics and the numbers of full time, part time, and students graduating each year. | y | | 95 % retention, graduate 16 students, mostly white and female, PT increased |
| f. Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices). | y | | 64 credits graduation, 35 gen ed, 29 selective admission , clinical learning community cohort, 4 semesters and 1 summer for FT, addictions certificate, leadership development or integrative wellness |
| **B. Philosophical Base of Programs** | | | |

# Reader Report, Associate Degree Level

| Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base. | Compliant | Non-Compliant | Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths |
|---|---|---|---|
| a. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum. | y | | Holistic development of student, challenge and empower students |
| b. Include a mission statement for the program. | y | | Whole person relationship based educational experiences which empower individuals to develop skills, attitude and knowledge |
| c. Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.). | y | | |
| d. Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial model, systems theory, change theory, etc.). | y | | Holistic, solution focused strength based, focus civil engagement, social justice and empowerment, relational centered learning community, psycho-educational, engaged experiential learning |
| e. Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum. | y | | Education, counseling, psych, social work, rehab, integrative health, poli sci, bio, neuroscience |
| f. Provide a matrix mapping the curriculum Standards (11-18) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the self-study narrative and the syllabi. *Note: The Matrix must include required courses for all students that contribute to compliance with the Curriculum Standards and their specifications. If a* | y | | |

| | Compliant | Non-Compliant | Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths |
|---|---|---|---|
| *program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications* <br> ***Note to Readers: The program will upload this document. You may download and print or save for further reference when evaluating the curriculum standards.*** | | | |
| **C. Community Assessment** | | | |
| **Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.** **.** | | | |
| a. *If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).* | | | |
| b. An Academic Advisory Committee shall be established to provide information and direction regarding local, state, and national trends and needs, legislative and policy changes, and current research. The committee should include faculty and students from the program, academics from other disciplines, researchers, legislators, and practitioners. Provide the following: | | | |

| | | | | |
|---|---|---|---|---|
| 1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.), | y | | Diverse group, mix of alum and non | |
| 2. Minutes of advisory committee meetings from the last two years, and | y | | | |
| 3. Narrative describing how the committee interfaces with the program in relationship to specific issues. | y | | | |
| c. Describe other mechanisms, if any, used to respond to changing needs in the human services field. | y | | | |
| **D.  Program Evaluation.** | **Co mpl iant** | **Non-Com plian t** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** | |
| **Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine it effectiveness in meeting the needs of the students, community and the human services field.** | | | | |
| a. The program has clearly stated measurable student learning out comes that are tied to the standards and an assessment plan that has been implemented.  Provide the following: | | | | |
| 1. Measurable student learning outcomes, | y | | Includes in syllabi | |
| 2. Assessment plan | y | | | |
| 3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc. | y | | Professionalism scale, group facilitation rubric, clinical capstone and portfolio checklist | |

| | | | |
|---|---|---|---|
| b. Provide evidence that an ongoing review process occurs, including such instruments as student surveys, agency surveys, graduate follow-up surveys, active participation of an advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution.  Provide the following: | | | |
|     1. A history of program evaluations, | y | | Well developed history since 1982, use survey monkey , SWOT analysis |
|     2. A description of the methodology, | y | | |
|     3. A summative analysis of the most recent evaluation, and | y | | |
|     4. A description of how and in what way the evaluation may or may not have resulted in any change. | y | | |
| a. The program must provide reliable information on its performance (including student achievement data) to the public from the last two years. [NOTE: This Specification relates to accreditation standards or policies that require institutions or programs to provide timely, readily accessible, accurate and consistent aggregate information to the public about institutional or programmatic performance and student achievement, as such information is determined by the institution or program. (Paragraph 12 (B)(1), 2019 CHEA Recognition Policy and Procedures)] Provide the following: | | | |
| 1. An active link to student achievement indicators on the Program's website. [NOTE: Program performance data and student outcomes, must, at minimum be posted on the program's website and the links must be included in | y | | Current through 2023 |

| | | | |
|---|---|---|---|
| the self-study narrative. CHECK THE WEBSITE AND CONFIRM THAT THE INFORMATION IS THERE] | | | |
| 2. Aggregate data as evidence of student achievement (e.g. enrollment trends, retention, student learning outcomes, graduation rates and grade point average, student satisfaction, agency feedback, graduate transfer rates, graduate school or employment data, and alumni surveys) | y | | |

| **E. Policies and Procedures for Admitting, Retaining, and Dismissing Students** | | | |
|---|---|---|---|

| **Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
|---|---|---|---|
| a. Provide documentation of policies regarding the selection and admission of students. | y | | Very thorough |
| b. Provide documentation of policies and procedures for referring students for personal and academic assistance. These policies must be consistent with the institution's policies. | y | | |
| c. Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students. | y | | |
| **d.** Provide documentation of program policies and procedures for assessing and managing student attributes, characteristics, and behaviors ("fitness for the | y | | Very thorough, professionalism scale |

| | | | |
|---|---|---|---|
| profession") that are important for the success of human service professionals. **NOTE: This Specification refers to program specific policies and procedures that assess and evaluate students "fitness for the human services profession."** | | | |
| **F.   Credentials of Human Service Faculty** | | | |
| **Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a.   Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that: <br> 1.   Faculty have education in various disciplines and experience in human services or related fields | y | | |
| 2.   Teaching faculty should have no less than the actual certificate or degree in which they teach. It is 's recommended that faculty have a doctoral degree. | y | | |
| **G.  Personnel Roles, Responsibilities, and Evaluation** | | | |
| **Standard 7: The program shall adequately manage and evaluate the essential program roles and provide professional development opportunities for faculty and staff.** **.** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |

| | | | |
|---|---|---|---|
| a.    Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum. | y | | |
| b.    Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation | | | |
| 1. Provide a brief description of how the essential roles are fulfilled in the program | y | | |
| **2.** Provide a table matching faculty and staff positions and names with these roles. | y | | |
| c.    Describe the process for faculty and staff evaluation. Documentation may come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review. | y | | |
| d.    Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement. | y | | |
| e.    Describe how faculty and staff are provided opportunities for relevant professional development. | y | | Teaching/learning community |
| **H. Cultural Competence** | | | |
| **Standard 8:The program shall foster the development of culturally competent professional through program characteristics .** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |

| | | | |
|---|---|---|---|
| a. Demonstrate how the program<br>    a. Includes cultural competence in program policies, procedures, and practices. | y | | Self-assessment checklist |
|     b. Includes cultural competence training for faculty and staff | y | | |
| b. Demonstrate how the curriculum integrates cultural competence:<br>    1. Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping. | y | | |
|     2. Includes the development of awareness, knowledge, and skills of diversity and culture. | y | | |
| **I. Program Support** | | | |
| **Standard 9: The program shall have adequate faculty, staff, and program resources** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.<br>**NOTE: Both a program budget and a description of how to read and interpret it should be provided for the reader.** | | x | Don't see information about the actual budget |
| b. Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. | y | | |

| | | | |
|---|---|---|---|
| It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.<br>. | | | |
| c. Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration. | y | | |
| d. Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration. | y | | |
| e. Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration. | y | | |
| **J.  Evaluation of Transfer Credits and Prior Learning** | | | |
| **Standard 10:In order to promote and facilitate the transfer of credits, each program shall have policies and procedures for the evaluation of transfer credits and prior learning** | **Compliant** | **Non-Compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. Describe formal policies and procedures, and informal practices for the transfer of credits | y | | ?how do they take a jr. year at ACM-not upper level credits, no credit for prior learning |
| b. Describe how students receive this information. | y | | Good that there are career development units built in to so many courses |

## Curriculum Standards 11-20

| A. | Knowledge, Theory, Skills and Values | | | |
|---|---|---|---|---|
| 1. | History | | | In each curriculum response, there should be a brief description as to what courses the content is presented, how the content is presented to the learner, what student learning activities/assignments are used, and what assessment(s) are used to determine the student learning outcome. |
| **Standard 11 The curriculum shall include the historical development of human services.** | | **C o m p l i a n t** | **N o n c o m p l i a n t** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | The historical roots of human services as a discipline and profession. | y | | |
| b. | Historical and current legislation affecting human service delivery. | y | | |
| c. | How public and private attitudes influence legislation and the interpretation of policies related to human services. | y | | |
| d. | The broader sociopolitical issues that affect human service systems. | y | | The capstone course social action project in HS 210 captures this well |

# Reader Report, Associate Degree Level

| 2. Human Systems | | | In each curriculum response, there should be a brief description as to what courses the content is presented, how the content is presented to the learner, what student learning activities/assignments are used, and what assessment(s) are used to determine the student learning outcome. |
|---|---|---|---|
| **Standard 12 The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organization, community, and societal** | **C o m p l i a n t** | **N o n - c o m p l i a n t** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | Theories of human development. | y | | HS 101 Theories in development Case of Emily interesting approach-not clear what theories are actually taught |
| b. | Small groups:<br>　1. Overview of how small groups are used in human services settings, | y | | |
| | **2.** Theories of group dynamics, and | y | | |
| | 3. Group facilitation skills. | y | | |
| c. | Changing family structures and roles. | y | | |
| d. | An introduction to the organizational structures of communities. | y | | |
| e. | An understanding of the capacities, limitations, and resiliency of human systems. | y | | |

| f. | Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs. | y | | Diversity appears to be well integrated into the program |
|---|---|---|---|---|
| _3._____**Human Service Delivery Systems** | | | | In each curriculum response, there should be a brief description as to what courses the content is presented, how the content is presented to the learner, what student learning activities/assignments are used, and what assessment(s) are used to determine the student learning outcome. |
| **Standard 13 The curriculum shall address the scope of conditions that promote or inhibit human functioning.** | | **C o m p l i a n t** | **N o n - c o m p l i a n t** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | The range and characteristics of human services delivery systems and organizations. | y | | |
| b. | The range of populations served and the client needs addressed by human services. | y | | |
| c. | The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning. | y | | |

# Reader Report, Associate Degree Level

| 4. **Information Literacy** | | | In each curriculum response, there should be a brief description as to what courses the content is presented, how the content is presented to the learner, what student learning activities/assignments are used, and what assessment(s) are used to determine the student learning outcome. |
|---|---|---|---|
| **Standard 14 The curriculum of human services depends on the appropriate integration of various forms of information.** | **Compliant** | **Non-compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | Obtain, synthesize, and clearly report information from various sources | y | | |
| b. | Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application. | y | | Interactive workshops offered by the library and use of internet evaluation form |
| c. | Upholding confidentiality and using appropriate means to share information. | y | | Required approval of supervisor that privacy rights not violated |
| d. | Using technology to locate, evaluate, and disseminate information. | y | | |

| 5. Program Planning and Evaluation. | | | In each curriculum response, there should be a brief description as to what courses the content is presented, how the content is presented to the learner, what student learning activities/assignments are used, and what assessment(s) are used to determine the student learning outcome. |
|---|---|---|---|
| **Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes** | **C o m p li a n t** | **N o n - c o m p li a n t** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | Knowledge and skills to analyze and assess the needs of clients or client groups. | y | | Ehrgo assignment |
| b. | Skills to develop goals, and design and implement a plan of action. | y | | Behavior modification project |
| c. | Skills to evaluate the outcomes of the plan and the impact on the client or client group. | y | | |
| **6. Client Interventions and Strategies.** | | | In each curriculum response, there should be a brief description as to what courses the content is presented, how the content is presented to the learner, what student learning activities/assignments are used, and what assessment(s) are used to determine the student learning outcome. |

# Reader Report, Associate Degree Level

| Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions | | Compliant | Non-compliant | Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths |
|---|---|---|---|---|
| a. | Theory and knowledge bases of prevention, intervention, and maintenance strategies. | y | | Integrated into many courses , wellness assignment |
| b. | Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research. | y | | |
| c. | Knowledge and skill development in the following areas: | | | |
| | 1. Case management, | y | | Biopsychosocial revised good practice |
| | a. Intake interviewing, | y | | |
| | b. Helping skills | y | | |
| | c. Identification and use of appropriate resources and referrals | y | | |
| | 2. Group facilitation skills | y | | |
| | 3. Use of consultation. | y | | Use of NOHS code of ethics standards as applied to consultation and 8 step ethical decision-making process |

# Reader Report, Associate Degree Level

| 7. Interpersonal Communication | | | In each curriculum response, there should be a brief description as to what courses the content is presented, how the content is presented to the learner, what student learning activities/assignments are used, and what assessment(s) are used to determine the student learning outcome. |
|---|---|---|---|
| **Standard 17 Learning experiences shall be provided for the student to develop his or her interpersonal skills.** | **Compliant** | **Non-compliant** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** |
| a. | Clarifying expectations. | y | | |
| b. | Dealing effectively with conflict. | y | | Non-violent communication modules integrated into multiple courses |
| c. | Establishing rapport with clients. | y | | |
| d. | Developing and sustaining behaviors that are congruent with the values and ethics of the profession. | y | | Interpersonal growth group |
| 7. Client Related Values and Attitudes: | | | In each curriculum response, there should be a brief description as to what courses the content is presented, how the content is presented to the learner, what student learning activities/assignments are used, and what assessment(s) are used to determine the student learning outcome. |

# Reader Report, Associate Degree Level

| Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice | Compliant | Non-compliant | Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths |
|---|---|---|---|
| a. | The least intrusive intervention in the least restrictive environment. | y | | |
| b. | Client self-determination. | y | | |
| c. | Confidentiality of information. | y | | |
| d. | The worth and uniqueness of the individual including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity. | y | | |
| e. | Belief that individuals, services systems, and society can change. | y | | |
| f. | Interdisciplinary team approaches to problem solving. | y | | |
| g. | Appropriate professional boundaries. | y | | |
| 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**). | y | | NOHS implemented in multiple classes |

# Reader Report, Associate Degree Level

| 9. Self-Development | | | | |
|---|---|---|---|---|
| **Standard 19 The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.** | **C o m p l i a n t** | **N o n - c o m p l i a n t** | **Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths** | |
| a. | Conscious use of self. | y | | |
| b. | Clarification of personal and professional values. | y | | |
| c. | Awareness of diversity. | y | | |
| d. | Strategies for self-care. | y | | Activity books and resource materials in library |
| e. | Reflection on professional self (e.g., journaling, development of a portfolio, or projects demonstrating competency). | y | | Exit interview |

| B. Field Experience |
|---|

# Reader Report, Associate Degree Level

| Standard 20 The program shall provide field experience that is integrated with the curriculum. | Compliant | Non-compliant | Reader's Comments: Note missing information or reason for noncompliant decision; make notations of strengths |
|---|---|---|---|
| As evidence of meeting this standard, programs must: | | | |
| a. Provide a brief description of the overall process and structure of the fieldwork learning experience. | y | | |
| b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week. | y | | |
| c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program. | y | | |
| d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies. | y | | |
| e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction.  The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student. | **y** | | |
| f. Provide syllabi for required seminars.  Seminars must meet no less than every two weeks.  Seminar hours must *not* be included in field experience hours. | y | | |
| g. Provide evidence that required field experience is no less than 250 clock hours. | y | | |

| | | | | |
|---|---|---|---|---|
| h. | Demonstrate how the field experience provides the student with an opportunity to progress from: <br> 1. Observation to | y | | |
| | 2. Directly supervised client contact to | y | | |
| | 3. Indirectly supervised client contact. | y | | |
| i. | Demonstrate that field supervisors have no less than the same degree the program awards.  It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program. | y | | |
| j. | Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology.  The technology that is used should ensure that the field placement supervisor and student can be identified. | y | | |

**Complete the section below.  Indicate your recommendation to the Council regarding accreditation of this program. Sign and date the document.**

1. **Is this self-study sufficiently complete to make a recommendation to the Board?     ☒ Yes   ☐ No**

   **If yes, check**

   ☒ Accreditation with no conditions.
   ☐ Conditional accreditation because the program had a few noncompliance issues that require correction.
      Provide a list of proposed requirements, identifying the Standards and Specifications and the noncompliant issue:
   ☐ Deny accreditation due to significant noncompliance.

   **If no,**
   ☐ Hold a decision. Please explain.

*Lauri Weiner*                                                                                             *April 15, 2024*

# Reader Report, Associate Degree Level

Self-Study Reader Signature (electronic signature accepted)   -   Date