HOUSEKEEPING

- Welcome! This is a pilot session.
- This presentation will be available on the CSWE website after the session (by January 24, 2020)
- Collected and compiled topic-relevant questions submitted during registration
- There were many questions posed about today's topic (thank you!)
    - Please hold additional questions as we've built the presentation around your relevant Q's
    - If you have program-specific questions or wish to seek information beyond the session topic, the program's primary contact may schedule a consultation with their specialist
    - Consultations are available year-round via e-mail, phone, and Zoom!
- We have over 200 participants on today's webinar and may not be able to answer all questions that are submitted
- Future interactive webinar sessions will be communicated to programs as they are scheduled ☺

MEET THE ACCREDITATION TEAM

Mary Kurfess, Director

- Monica Wylie, Manager & Assistant
- Sheila Bell, Site Visit Coordinator
- Anna Holster, Accreditation Specialist
- Katie Gibson-Ledl, Accreditation Specialist
- Marilyn Gentner, Accreditation Specialist
- Katie Benson, Accreditation Specialist
- Spencer L. Middleton, Accreditation Specialist
- Vitali Chamov, ISWDRES Manager

Your Webinar Facilitators are the Five (5) Accreditation Specialists!

- Each accredited program is randomly assigned to an accreditation specialist
- Co-located programs are typically assigned to the same specialist
- The specialist is the liaison between the Commission on Accreditation (COA) and the programs
- Each specialist collaborates with about 180 programs
- **Hint!** Your program's specialist is the individual you received the webinar invitation from ☺

Hello

AGENDA

- Webinar Topic: Writing an Accreditation Document
- Housekeeping
- Meet the Accreditation Team
  - Specialists' Roles
- Resources
  - Reframing: Accreditation as a Process NOT an Event
  - Reframing: Accreditation as a Team Effort NOT an individual's Task
- Types of Accreditation Documents
- Document Review Process
- Formatting & Submission Guidelines
- Writing to An Accreditation Standard
  - Program Options
  - 2015 EPAS | Key Developments
- Anatomy of an Accreditation Standard
  - Examples
- Sneak Peak: New Resource!
- Q & A
  - Previously Submitted Questions
  - New Questions

MEET YOUR FACILITATORS: UNDERSTANDING THE ROLE OF THE SPECIALIST

- Provides accurate information and resources regarding accreditation
- Conducts trainings
- Provides customized consultations via phone, video, in-person, at APM, at BPD, etc.
- Provides guidance in navigating the reaffirmation process
- Assists in understanding the COA's policies and procedures
- Does <u>not</u> determine compliance/noncompliance
- *All communications are facilitated via the program's primary contact*
- YouCanBookMe scheduling app linked in email signature

Should questions arise regarding accreditation, always confirm accuracy with your program's accreditation specialist!

RESOURCES

- **Website | cswe.org**
  - Reaffirmation and candidacy
  - Accreditation standards
  - EPAS handbook
  - Sample responses
  - APM presentations
  - Directory of Accredited Programs
  - COA Decisions
  - Training

- **Communications from DOSWA & COA**
  - Periodic accreditation updates sent to program's primary contact after COA meetings

Always check the website for the most current forms and accreditation updates!

REFRAMING: ACCREDITATION AS A PROCESS NOT AN EVENT

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The purposes of accreditation are:

- quality assurance;
- academic improvement; and
- public accountability

The process expands beyond quality control. It's a developmental, reflective, and renewal process by which program stakeholders craft excellent educational experiences to prepare competent social work practitioners. While accreditation is reviewed at periodic intervals, programs are expected to maintain compliance between review cycles.

Accreditation can be the impetus for:

- Innovation
- Experimentation
- Improvement

REFRAMING: ACCREDITATION AS A TEAM EFFORT <u>NOT</u> AN INDIVIDUAL'S TASK

The Department of Social Work Accreditation (DOSWA) encourages all administrators, full-time and part-time faculty, staff, students, field instructors, board members and other relevant program stakeholders to understand and actively participate in the accreditation process. Continuous accreditation efforts, including periodic reaffirmation reviews, are owned by and affect the entire program. Thus, team-based approaches are highly recommended.

Optional Tool: <u>Self-Study/Benchmark Team Approach Grid</u>

TYPES OF ACCREDITATION DOCUMENTS

- **Self-study:** (Reaffirmation) a formal process during which the educational program critically examines its structure, content, strengths, areas for improvement, effectiveness, and enhancement plans in alignment with the EPAS.
  - Documenting compliance with the accreditation standards every 8 years.

- **Benchmark:** (Candidacy) a formal process during which a new educational program documents compliance with a potion of accreditation standards over a 3-year period leading to initial accreditation.

- **Visit Report:** Composed by a qualified and trained visitor, this report documents the clarifying information furnished to the visitor via onsite discussion and dialogue with the program.
  - o Visitors are under the jurisdiction of the COA and do <u>not</u> determine compliance.

Terminology:
- Site Visitor = Reaffirmation
- Commission Visitor = Candidacy

- **Program Response:** A formal written response to the visitor's report documenting compliance with all items raised in the Letter of Instruction and Site Visit Report (Reaffirmation) or Commission Visit Report (Candidacy).
  o This is the program's final opportunity to demonstrate and document compliance in their own voice prior to receiving a decision from the COA.

TYPES OF ACCREDITATION DOCUMENTS

- **Progress Report:** A formal written response to all outstanding concerns for which the program has not clearly demonstrated compliance during an accreditation review process.

- **Restoration Report:** A formal written response to all outstanding noncompliance issues for which the program did not demonstrate compliance during an accreditation review process.

- **Substantive Change Report:** A standard-by-standard report documenting the program's compliance plan when proposing a new program option*.

*Program options are defined later in this presentation

FORMATTING & SUBMISSION GUIDELINES

Effective June 10, 2019: **The COA is paperless!** Zero physical copies of accreditation documents are required. E-copies only will be accepted per the policy 1.2.11 Document Formatting & Submission in the EPAS Handbook.

FORMATTING & SUBMISSION GUIDELINES

Formatting Guidelines are found in Section 1.2.11 of the EPAS Handbook
or at
https://www.cswe.org/Accreditation/Accreditation-Process and click "Formatting Guidelines" at bottom of page

FORMATTING & SUBMISSION GUIDELINES

Quick Tips:

- Submit all reports in **searchable** PDF or MS Word Format (scanned documents are <u>not</u> accepted)
- Self-Study and Benchmarks are submitted in four **(4) documents:**
  - Relevant Review Brief
  - Volume 1: Narrative of all Accreditation Standards
  - Volume 2: A syllabi complied into 1 document
  - Volume 3: Student Handbook and Field Manual complied into 1 document
- All other reports (Program Response, Progress Report, etc.) are submitted as one **(1) single document** (no separate attachments)
- <u>**Appendices:**</u> Information and relevant documentation for each standard is included <u>**directly in response to that standard**</u> (not as appendices), including all forms, matrices, and tables. Commissioners will not search through the document for requested information.
- Submissions are accepted by **email** or by **mail via USB flash drive** (send 2 to be sure). Documents sent via the cloud, CD, SD, or DVD will <u>not</u> be accepted.

DOCUMENT REVIEW PROCESS

- Accreditation reviews occurs at three COA meetings annually: February, June, & October
- Each specialist collaborates with a workgroup of five (5) commissioners
- The specialist assigns each document to two (2) COA readers
  - Various types of documents may also be assigned by the COA to the specialist for review (e.g., progress reports, substantive changes, etc.)
  - COA readers do <u>not</u> review materials from previous cycles
- The COA readers complete independent reviews

DOCUMENT REVIEW PROCESS

- The reviews are sent to the specialist, compiled, and sent back to the readers for reconciling the decision type and each citation
- Any decisions or citations where agreement is not met, are brought to the 5-person workgroup for resolution
- The workgroup finalizes all decision types and citations
- All decisions are voted on and ratified by the 25-person COA
- Programs are informed by the specialist of the decision, specifics, rationale, and any next steps after the meeting concludes

WRITING TO AN ACCREDITATION STANDARD

- Write succinctly and clearly
- Write to each element/component* of the standard
- Many citations occur because information was missing or unclear
- Use the relevant review brief to structure your response to each element of each standard; Use subheadings!
- COA cannot make any assumptions; describe how the programs complies with each standard
- Explicitly address each program option in response to each standard

*Understanding the elements/components of an accreditation standard is explored later in this presentation

PROGRAM OPTIONS

- Defined on page 21 of the EPAS Glossary as:

"Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction."

- Includes: main campus, branch campus, satellite site, online program, etc.
- Program options are <u>not</u> plans of study such as advanced standing, 16-month, 24-months, part-time, etc.
- A substantive change report is required when adding a new program option per policy 1.2.4 in the EPAS Handbook

- **Accreditation Documents:** Each program option should be explicitly addressed in response to each standard.

Key Developments | 2015 EPAS

- ▶ Holistic Competence
- ▶ Multi-Dimensional Assessment
  - ▶ (4) Dimensions: knowledge, values, skills, cognitive & affective processes
- ▶ Implicit Curriculum Assessment
- ▶ Language Updates:

Terminology is defined within the 2015 EPAS!

2008 EPAS	2015 EPAS
Concentration	Area of Specialized Practice
Practice Behavior	Behavior
Foundation	Generalist
Advanced	Specialized

ANATOMY OF AN ACCREDITATION STANDARD

EXAMPLE | AS 1.0

Accreditation Standard 1.0.1: **The program submits its mission statement[1]** and explains how it is consistent with the **profession's[2] purpose** and **values[3]**.

Components:
1 – Submit the program's mission statement
2 – Explain how the profession's purpose aligns with the program's mission
3 – Explain how the profession's values align with the program's mission

+ Explicitly address each program options in response to each standard.

EXAMPLE | AS 1.0

Compliance Statements
- rubric for evaluating compliance; located on review briefs used by COA readers

Accreditation Standard 1.0.1
Narrative provides the program's mission statement
Narrative explains how the program's mission statement is consistent with the profession's purpose and values.
The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).

EXAMPLE | AS 2.2

Accreditation Standard 2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings[1] [2] [3]; placing[4] [5] [6] and monitoring students[7] [8] [9]; supporting student safety[10] [11] [12]; and evaluating student learning[13] [14] [15] and field setting effectiveness[16] [17] [18] congruent with the social work competencies.

+ Explicitly address each program options in response to each standard.

EXAMPLE | AS 3.2

Accreditation Standard 3.2.3: The program documents a full-time equivalent faculty-to-student ratio[1] not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated[2]. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class[3] and field[4]; number of program options[5]; class size[6]; number of students[7]; advising[8]; and the faculty's teaching[9], scholarly[10], and service[11] responsibilities.

+ Explicitly address each program options in response to each standard.

EXAMPLE | AS 4.0

Accreditation Standard 4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist[1] level of practice (baccalaureate social work programs) and the generalist[1] and specialized[2] levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel[3]. The plan includes:

- A description of the assessment procedures that detail when[4], where[5], and how[6] each competency is assessed for each program option.
- At least two measures[7] assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations[8].
- An explanation of how the assessment plan measures multiple dimensions[9] of each competency, as described in EP 4.0.
- Benchmarks for each competency[10], a rationale for each benchmark[11], and a description of how it is determined that students' performance meets the benchmark[12].
- An explanation of how the program determines the percentage of students achieving the benchmark[13].
- Copies[14] of all assessment measures used to assess all identified competencies.

+ Repeat for each area of specialized practice.
+ Explicitly address each program options in response to each standard.

SNEAK PEAK: NEW RESOURCE!

The Accreditation Team is thrilled to introduce the **Self-study, Volume 1 Optional Template!**

This is an <u>optional</u> template for planning and writing purposes; <u>not</u> a required format. Programs are encouraged to craft a self-study document that clearly responds to the EPAS.

The purpose of this template is to assist programs with the structuring/outlining the document; <u>not</u> to provide content. Programs are solely responsible for documenting compliance with the EPAS.

This new resource will be published to the CSWE website within next week (by January 24, 2020)!

<u>Always</u> check the website for the most current forms and accreditation updates!

Q & A

You submitted your questions in advance, here are some of the most popular questions!

Let's Discuss!

PLEASE FILL OUT THE ANONYMOUS POST-WEBINAR FEEDBACK POLL ☺

WE LOOK FORWARD TO ENGAGING WITH YOU AT OUR NEXT LUNCH & LEARN!