



COUNCIL ON SOCIAL WORK EDUCATION

*Department of Social Work Accreditation
2015 **EPAS** Site Visitor Training Manual*

January 22, 2021
1:00pm-4:00pm ET
Face-to-face via Zoom

2015 EPAS Site Visitor Training Manual

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**AGENDA | 2015 EPAS Site Visitor Training
Council on Social Work Education**

Friday, January 22, 2021 | 1:00pm-4pm ET | Via Zoom

DOSWA Staff: *Sheila Bell, Katie Benson, Karen Chapman, Marilyn Gentner, Katie “Kat” Gibson-Ledl, Anna Holster, Michael Leff, Monica Wylie*

Panelists: *Freddie Avant, Lisa Clifton, Deana Morrow, Francis Origanti, & Octavio Ramirez*

- 1:00-1:30pm** **Overview**
- Welcome
 - Training Goals and Objectives
 - Introductions of Staff & Panel
 - Framework for Accreditation
- 1:30-1:45pm** **Website Tutorial and COVID-19 Guidance**
- 1:45-2:00pm** **Site Visit Timelines and Logistics**
- 2:00-2:15pm** **Planning for the Visit: Setting the Site Visit Agenda**
- 2:15-2:30pm** **Site Visit Preparation**
- 2:30-2:45pm** **Communication Guidelines and Writing the Site Visit Report**
- 2:45-3:45pm** **Site Visit Scenarios and Q&A with Panelists**
- 3:45-4:00pm** **Closing & Thank You!**
Certificate of Completion, Training Evaluation, & Your First Site Visit - *Sheila*
Join us for the Site Visitor Reception! - *Mary & Sheila*

**2015 EPAS Site Visitor Training
Council on Social Work Education
Training Team**

Training Facilitators:

Department of Social Work Accreditation, Council on Social Work Education

Sheila Bell, *Site Visit Coordinator*

Katie Benson, MSW, *Accreditation Specialist*

Karen Y. Chapman, MPA, MSW, *Accreditation Specialist*

Marilyn Gentner, LMSW, LICSW, *Accreditation Specialist*

Katie “Kat” Gibson-Ledl, LLMSW-Macro, *Accreditation Specialist*

Anna Holster, MSW, MPhil, *Accreditation Senior Team Leader*

Michael E. Leff, JD, MSW, *Accreditation Specialist*

Panel Presenters:

Site Visitor:

Freddie L. Avant, Ph.D., LMSW-AP, ACSW, C-SSWS, *Stephen F. Austin State University (TX)*

Commissioner Emeritus:

Lisa Clifton, JD, MSW, *Southeastern University (FL)*

Chair, Commission on Accreditation:

Deana F. Morrow, PhD, LICSW, ACSW, *West Virginia University (WV)*

Vice Chair, Commission on Accreditation:

Francis Origanti, PhD, *Avila University (MO)*

Commissioner Emeritus:

Octavio Ramirez, PhD, LICSW, *Oakwood University (AL)*

Special thanks to:

Monica Wylie

Department Manager & Assistant to the Director

Our newly trained site visitors!

*You play an important role in ensuring quality social work education.
Thank you for volunteering and we look forward to collaborating with you!*

STAFF INFORMATION | DEPARTMENT OF SOCIAL WORK ACCREDITATION
Council on Social Work Education

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GENERAL SITE VISITOR INFORMATION

Purpose of the Site Visit

The site visitor's primary task is to collect information that clarifies and verifies the self-study for the COA via discussing the general and specific standards identified in the *Letter of Instruction (LOI)*.

- The director of accreditation and site visit coordinator select a site visitor after the program's *Reaffirmation Eligibility Application* is approved and *Site Visit Planning Form* is received
- The visit occurs during a specified timeframe according to the program's agenda date
- A separate site visitor will be assigned to each program level – baccalaureate and master's

Role of the Site Visitor

Site visitors are an integral part of the reaffirmation process, ensuring quality in social work education.

Site visitors:

- Operate under the authority of the COA
- Visit social work programs and act as information gatherers based on directions from the LOI
- Do not determine compliance with **accreditation standards**, nor offer advice on program development

Site Visit Agenda

- Meeting with institutional administrators (e.g., president, provost, etc.)
- Meetings with the social work program:
 - Director
 - Faculty Members
 - Field Director
 - Field Instructors
 - Students
 - Librarian(s)
 - Other individuals whose presence is relevant to the standards raised in the LOI
- Exit Interview

SITE VISITOR ETHICAL GUIDELINES

When accepting an appointment to visit a program, each site visitor is required to subscribe to the Site Visitor's *Ethical Guidelines* to ensure that the site visitor duties are carried out fairly, impartially, and responsibly by avoiding actual or apparent conflicts of interest and other improprieties. Adherence to these *Guidelines* is essential to maintaining and preserving the integrity and effectiveness of the accreditation process.

Possible conflicts of interest and other ethical issues are not always clear-cut or easy to define. Therefore, it is not possible to establish absolute and detailed rules and regulations to cover every conceivable possibility. As a profession, social work is relatively small, and one recognizes that research collaboration, guest lectures, or other professional relationships may occur among faculty members quite apart from the operation of the social work program. The visitor avoids assignments that would provoke questions about her/his objectivity and integrity. Therefore, in those instances, good and careful judgment must prevail after examining the issues in each situation. The following criteria have evolved over time in response to questions of conflict of interest. These criteria are intended to provide guidelines that bring about credibility and objectivity in Commission on Accreditation (COA) actions.

Below is a limited list of disqualification criteria. Site visitors shall not visit a program:

- if they were the site visitor during its last review before the COA
- if they were a serious recent candidate for a position; served as a former site visitor; enrolled as a student; was a member of an advisory board; was a participant in an educational collaborative organization with the program; served as a former or present consultant to the program, or engaged in a professional manner with the program or individual employed by the program through a grant, scholarly work, etc.
- if they reside in the same state as the program under review
- if they currently or during the last accreditation cycle had a close personal or professional relationship with someone in the program, that raises a question about real or apparent conflicts of interest
- if they have a business relationship with the institution and/or social work program
- if they are experiencing a mental or physical condition that may make it difficult to engage in the activities required on a site visit
- if there are other reasons that may disqualify the site visitor or that may be perceived as a conflict that could potentially bias the site visitor's review

Examples of improper behavior that may be associated with the site visitor's role:

- Making negative comments about a program's accreditation visit in public.
- Considering extraneous information or information not presented by the program in its self-study or disclosed by the program on site.
- Disclosing institutional information, oral or written, gathered in the accrediting process or during the deliberations relative to the on-campus site visit.
- Do recruitment of faculty, student or for a job for yourself.

Individual visitors can find themselves defending against lawsuits resulting from divulging confidential information that was construed as damaging to the professional reputation of an individual or program. Therefore, individual site visitors may not under any circumstances discuss site visit findings with anyone. Site visitors are reminded that individual as well as collective liability is possible if the Commission on Accreditation, the Department of Social Work Accreditation, and Council on Social Work Education violate its own operating principles.

**Council on Social Work Education
Commission on Accreditation**

Site Visitor's Ethical Guidelines Pledge

I, _____, do hereby affirm that I have read
(Print Full Name)
**and understand the Commission's Ethical Guidelines for Site Visitors and that I shall to
the best of my ability to observe and uphold such guidelines during my service as a site
visitor.**

Site Visitor: _____
(Signature)

Date: _____

Received by the Department of Social Work Accreditation on: _____

SITE VISITOR ASSIGNMENT PROCESS

Site visitors work closely with the Department of Social Work Accreditation (DOSWA) site visit coordinator and accreditation specialists. The site visit coordinator communicates via email with site visitors to request availability, determine conflicts of interest, and notify site visitors/programs of assignments. The accreditation specialists email a draft and final *Letter of Instruction (LOI)* to the program director and site visitor along with helpful reminders about the process.

Site Visitor Qualifications & Selection Process

Site Visitors:

- are full- or part-time social work faculty members recommended by the chief administrator of their program as having skills and personal qualifications that suggest the person would be an effective site visitor;
- are current members of the Council on Social Work Education and sustain membership during the period of being a certified site visitor;
- have completed training on current Educational Policies and Accreditation Standards and procedures and attend retraining sessions.

Selection process:

Once on the roster of certified active site visitors, nominees are eligible to be selected for a particular visit if they:

- are available for the scheduled dates of the visit
- were not the last site visitor to have visited the program(s)
- do not reside in the same state as the program
- have no other conflicts of interest, including being a previous applicant for a position, current or former faculty member, current or former student, member of an advisory board, participant in an educational collaborative, or current or former consultant to the program
- are members of CSWE.

Below are sample emails that site visitors receive throughout the process:

- *Sample Request for Site Visitor Availability from Site Visit Coordinator:*

To: **Site Visitor**

Good afternoon, please let me know if you are available to conduct a BSW site visit to **XX College/University (State)**. This program is using the 2015 EPAS, requiring 1 visitor and 1 day for the visit. Here are the dates the program submitted:

January 22-23/19
February 11-12/19
February 18-19/19

Please check your calendar, select one of the dates listed and send me a reply. This request is on a first come first serve basis. If you are not selected for this visit, please remember that there are many more visits being planned and you will be contacted again.

Thanks,
Site Visit Coordinator

- Sample Assignment Email from Site Visit Coordinator:

To: **Program Director and Site Visitor**

Attachment: **Site Visit Letter, President's Letter**

Good afternoon,

Attached is an electronic copy of the official confirmation for the BSW site visit for **XX College/University** on **month day – day, year**. The Commission on Accreditation (COA), at its **Month Year** meeting will prepare and send a Letter of Instruction (LOI) to the site visitor and a cc: the program director outlining the specifics for the visit. **Program Director** you are now free to contact the visitor and begin making the necessary arrangements for the visit

Site Visitor, should you have questions about the LOI or the program, you are urged to contact **Accreditation Specialist** who is assigned to this program. **Accreditation Specialist** can be reached by **phone** or **email**.

- Sample Draft Letter of Instruction (LOI) Email from Accreditation Specialist:

To: **Site Visitor**

Cc: **Program Director**

Attachment: **Draft Letter of Instruction (LOI)**

Greetings from CSWE!

Attached, please find the draft Letter of Instruction (LOI) for your upcoming site visit issued by the Commission on Accreditation at the **Month Year** COA meeting. A PDF will be emailed to all parties the week of **Month Day** (30 days after the COA meeting). You may use this draft letter to prepare for the visit, set the visit agenda, and outline your site visit report. Please note that this letter is in draft form and the version you will receive via mail/email on CSWE letterhead is the official/final version. If you find any inaccuracies in your title or address in the attached letter, please alert me immediately so that I may update our database records.

Before the Site Visit:

Please review the letter and contact me if you have any questions or concerns pertaining to its content or policies and procedures of the COA. No later than 30 days prior to the visit, the program is expected to send you the exact self-study submitted to the COA. Once you have received the self-study, please review it and contact me if you have any questions or concerns pertaining to its content or policies and procedures of the COA.

You may find it useful to read the self-study in its entirety, however, you only discuss with the program the standards directly referenced in the *Letter of Instruction (LOI)*. Your visit and site visit report should be structured around collecting clarifying information pertaining to those standards, using the format provided on the last page of the attached letter. It is advisable that you conduct meetings with program faculty, students, and administrators, as well as conducting a meeting with the president, chancellor, or designee. Any other groups or individuals with whom you elect to meet should be driven by standards identified in the Letter of Instruction.

The program is expected to be prepared to discuss each item listed in the Letter of Instruction. Programs do not submit formal written responses to the Letter of Instruction. Rather, programs submit their formal written response to the site visit report. It is recommended that the program director or administrator contact me prior to the visit to review this letter to ensure they understand the clarifications requested and next steps in the reaffirmation process.

After the Site Visit:

Following the close of the visit, any communication between the site visitor and program director should cease (except for submitting documentation for reimbursement of travel expenses). Please destroy the program's documents as soon as I confirm receipt of your report via email. Any follow-up questions or concerns the program or site visitor has should be directed to my attention.

Within two (2) weeks of the conclusion of the site visit, the visitor submits via email their report in narrative form, a copy of the meeting agenda, and sign-in sheets. An electronic version of the site visit report is requested, there is no need to mail a hard copy of this report. The site visitor should not refer COA readers to the self-study or previously submitted materials.

Once the program is sent the site visit report via email, the program will submit a formal written response to the accreditation specialist within two (2) weeks. The program's response to the site visit report should be submitted in a single Word Document. The program should not refer COA readers to the self-study or previously submitted materials. The program is expected to respond to each standard itemized in the *Letter of Instruction* and the site visit report. Any documentation/materials, that the program provided to the site visitor, the program must append to their response.

The reaffirmation determination will be made based on the *LOI*, site visit report, and program response at the **Month Day** COA Meeting. If you have any questions or concerns prior to or during the site visit, please feel free to contact me via email or phone.

Thanks for your hard work and your contributions to CSWE and the COA!

Thank you,

Accreditation Specialist

- *Sample Final Letter of Instruction (LOI) Email from Accreditation Specialist:*

To: **Site Visitor**

Cc: **Program Director**

Attachment: **Final Letter of Instruction (LOI)**

Greetings from CSWE!

Attached please find the official Commission on Accreditation (COA) letter from the **Month Year** meeting. If you have any questions or would like to discuss the contents of the letter, please don't hesitate to call or email me.

Thank you,

Accreditation Specialist

SITE VISIT LOGISTICS

The program provides three possible dates for the site visit within the time frame provided, based on the program's agenda date for review of reaffirmation by the Commission on Accreditation (COA).

Dates of the Site Visit -The site visitor contacts the program to prepare travel arrangements for the visit.

- February agenda date
Visit is between Sept 1 and Nov 15 (year prior to agenda date)
- June agenda date
Visit is between Dec 1 and Feb 28 (prior to agenda date)
- October agenda date
Visit is between March 1 and May 31 (same year as agenda date)

When a site visitor has been confirmed, the program is notified and the dates of the visit are finalized.

Program Preparation for a Site Visit

Advance preparation for the site visit is essential and involves close collaboration among DOSWA staff, the site visitor(s), and the program.

Materials for review:

As soon as the site visit coordinator completes the appointment of the visitor(s), the names, addresses, and telephone numbers are sent to the program. One month before the visit, the program sends a electronic copy of the **self-study** to the site visitor(s).

If supplementary materials are developed by the program, they are given to the site visitor(s) during the site visit. If this occurs, the program is to submit these materials to the program's accreditation specialist in the program's response to the site visit report. It is *not* the responsibility of the site visitor to submit program materials with the site visit report.

Travel & Accommodations

Expenses related to the visit are borne by the program, so the site visitor(s) should be sensitive to the programs' financial resources and act responsibly. Likewise, the COA appreciates the voluntary contribution made by site visitors to the accreditation process, and every effort should be made by programs to handle financial arrangements promptly.

The program director coordinates travel and lodging arrangements with the site visitor(s). Any special needs associated with the site visit are arranged with the program director well in advance of the visit.

Programs are to provide prepaid airline tickets. It is best to consult with the site visitor(s) about the most convenient airline carrier and flight times. Coach fare is expected. The program should also inform the site visitor(s) about transportation from the airport to the campus.

Site visitor(s) should be housed in a hotel, not in a dormitory or other campus housing whenever possible. Programs should arrange for the hotel to bill the program for the site visitor(s)

expenses, minus personal expenses. Hotel accommodations should be arranged so that the site visitor(s) will have sufficient space to meet and do work.

Ground transportation and meals not taken at the hotel are likely to be out of pocket expenses for the site visitors. Programs should inform the site visitor(s) how reimbursement for these expenses will be managed.

Note regarding W-9 forms

Requesting site visitors to complete W-9 forms in order to be reimbursed is not supported by the Council on Social Work Education or the Department of Social Work Accreditation.

Site visitors are not employees of the Council on Social Work Education or of the program they visit, neither are they vendors selling products which would require a W-9 form. They are simply non-paid volunteers contributing their services to social work programs and should not be requested to complete a W-9. If the program is unable to arrange the site visit without this form, they may contact the site visit coordinator, who may arrange that the CSWE finance department reimburse the site visitor for expenses and invoice the program for this amount.

Policy On Reimbursement For Out-Of-Pocket Expenses For Site Visitor/Commissioner Visits To Programs For Either Candidacy Or Reaffirmation Purposes

It is the policy of the Commission on Accreditation that:

- Programs are to provide prepaid airline tickets to site/commission visitors.
- Programs should consult with the site/commission visitors about the most convenient airline carrier and flight times.
- Programs should inform site/commission visitors about transportation from the airport to the hotel and campus.
- Programs should house site/commission visitors in hotels, not in dormitories or other campus housing.
- Programs should arrange for hotels to bill the program for site/commission visitors' expenses minus personal expenses.
- Hotel accommodations should be arranged so that site/commission visitors have a place to work on the site visit report.
- Requesting site/commission visitors to complete W-9 forms in order to be reimbursed is not supported by the Council on Social Work Education or the Office of Social Work Accreditation.
- Site visitors and commissioner visitors are not employees of the Council on Social Work or of the program they visit, neither are they vendors selling products which would require a W-9 form. They are simply non-paid volunteers contributing their services to Social Work Programs so if they are uncomfortable completing the W-9 form, they are to submit their expenses to the site visit coordinator, our finance department will reimburse them and invoice the programs.
- Ground transportation and meals not taken at the hotel are likely to be out- of-pocket expenses and programs should inform site/commission visitors how reimbursement for these will be managed.

On-campus Needs

Once on campus, the site visitor(s) should have access to a conference room or private space suitable for meetings. The program discusses computer needs with the site visitor(s) in advance of the visit.

Communication Guidelines

As noted above, the program director communicates and coordinates with the site visitor concerning arrangements such as dates of the visit, travel arrangements, need for meeting space, and the agenda or schedule for the site visit.

The program director should confirm in writing all arrangements with the site visitor.

The program director is the person at the program responsible for all communication with the site visitor. Faculty members, students, or others should not communicate with the site visitor before the arrival on campus. Constituent groups desiring to meet with the site visitor should request that the program director arrange time on the site visit agenda. It is inappropriate for the site visitor(s) to receive documents, telephone calls, or other information from anyone other than the program director. Site visitors are instructed to discuss any such incidents with the program director and to refuse written or verbal information that cannot be shared openly.

Visit Emergencies, Cancellations, & Delays

DOSWA recognizes that scheduled visits may need to be delayed or cancelled due to special circumstances beyond the control of relevant parties. Examples of these special circumstances include inclement weather conditions, natural or manmade disasters, or changes to visitor's or key personnel's schedules due to unforeseen personal matters. As this list is not exhaustive, the visitor or program is encouraged to contact CSWE's site visit coordinator to discuss special circumstances that may affect the completion of the visit. Cancelling or delaying a visit is an extenuating circumstance. Due to complexity in scheduling visits, cancellations and delays will be avoided whenever possible.

Should an emergency arise before the visit occurs requiring the visitor or program to delay or cancel the visit, CSWE's site visit coordinator should be notified immediately via telephone and email. To inform the DOSWA of any delays or cancellations to a planned visit:

- The party (visitor or program) must immediately notify the site visit coordinator of the delay or cancellation along with the other party (visitor or program) via telephone and email
- The program, visitor, and site visitor coordinator must communicate to determine the best course of action:
 - Delay visit
 - Reschedule visit with same visitor for a later date
 - Reschedule visit with an alternate visitor* for the original date
 - Reschedule visit with an alternate visitor* for a later date

*If the program and visitor are unable to select a new visit date, the site visitor coordinator may work directly with the program to assign an alternate visitor if available. The delayed or rescheduled visit is based upon the alternate visitor's availability.

Responsibility of Fees Incurred

The program will be responsible for any fees associated with the delayed or rescheduled visit. Programs are advised to purchase refundable and transferrable transportation and accommodations to avoid incurring fees in the event of visit cancellation or delay.

Should an emergency arise during the visit requiring a visitor or program to leave the visit early, the site visit coordinator should be notified immediately via telephone and email. These occurrences will be handled on an individual basis.

If the site visit coordinator is unavailable, the DOSWA director or accreditation specialist may be contacted.

Questions During the Visit

Logistical questions related to visit, including concerns about boundary or ethical issues, scheduling, transportation, accommodations, or reimbursement* may be directed to the site visit coordinator.

*Per policy 2.3.4. Program Preparation for the Site Visit, requesting visitors to complete W-9 forms in order to be reimbursed is not supported by the CSWE or the DOSWA.

Visitors or a program's primary contact may contact the program's accreditation specialist at any time to clarify an accreditation standard or the Commission on Accreditation's policies or procedure, such as:

- Interpretation of an accreditation standard
- Clarification of the letter of instruction
- EPAS Handbook policies and procedures

If the site visit coordinator or accreditation specialist is unavailable, the DOSWA director may be contacted.

SITE VISITOR RESOURCES

Training Materials

Use the materials provided during your training to assist you in navigating the site visit process and strengthen your role as a site visitor. Materials include:

- This site visitor training manual
- 2015 **EPAS** & Glossary
- 2015 **EPAS** APM General Information Session PowerPoint

CSWE Learning Academy & Website

- The DOSWA currently trains site visitors via a hybrid model. Site visitors first complete the models housed on the CSWE Learning Academy. Site visitors complete their training by submitting the requisite materials to complete their application/file and attending face-to-face training session). The models are always available for your review at: <https://learningacademy.cswe.org/>
- Helpful materials and resources are also posted on (and updated regularly) the CSWE website your easy access and use at: <https://www.cswe.org/Accreditation/Accreditation-Process/Site-Visit-Information>
- Webpage used by programs to understand the accreditation process and access forms and samples: <https://www.cswe.org/Accreditation/Accreditation-Process.aspx>
- Webpage used by public and program stakeholders to understand the policies and procedures that govern the accreditation process
<https://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook>
 - Section 2.3. *Letter of Instruction*, Site Visit Planning, and Site Visit Hosting
 - Section 2.5. Site Visit Report and Program Response

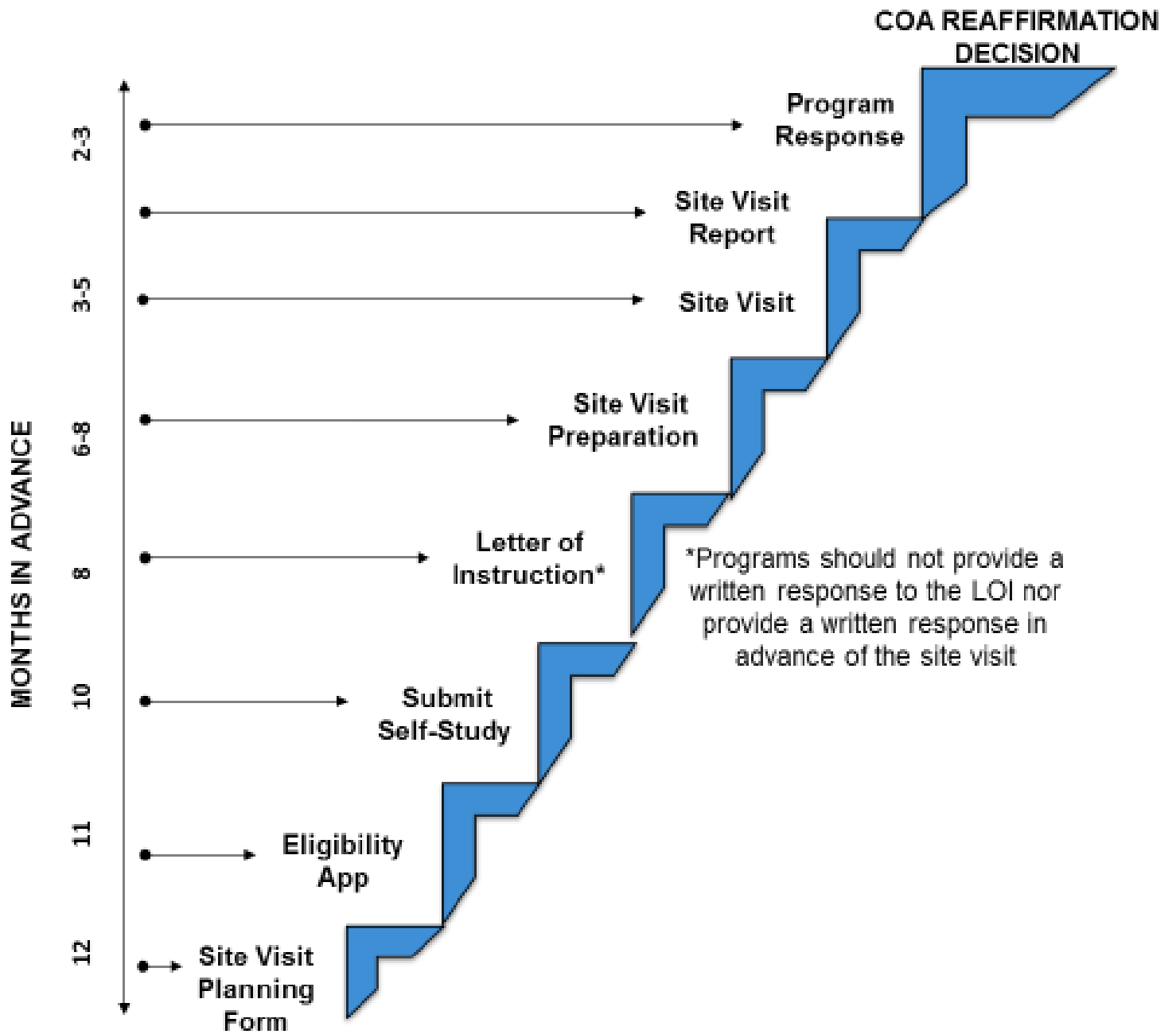
Accreditation Specialist

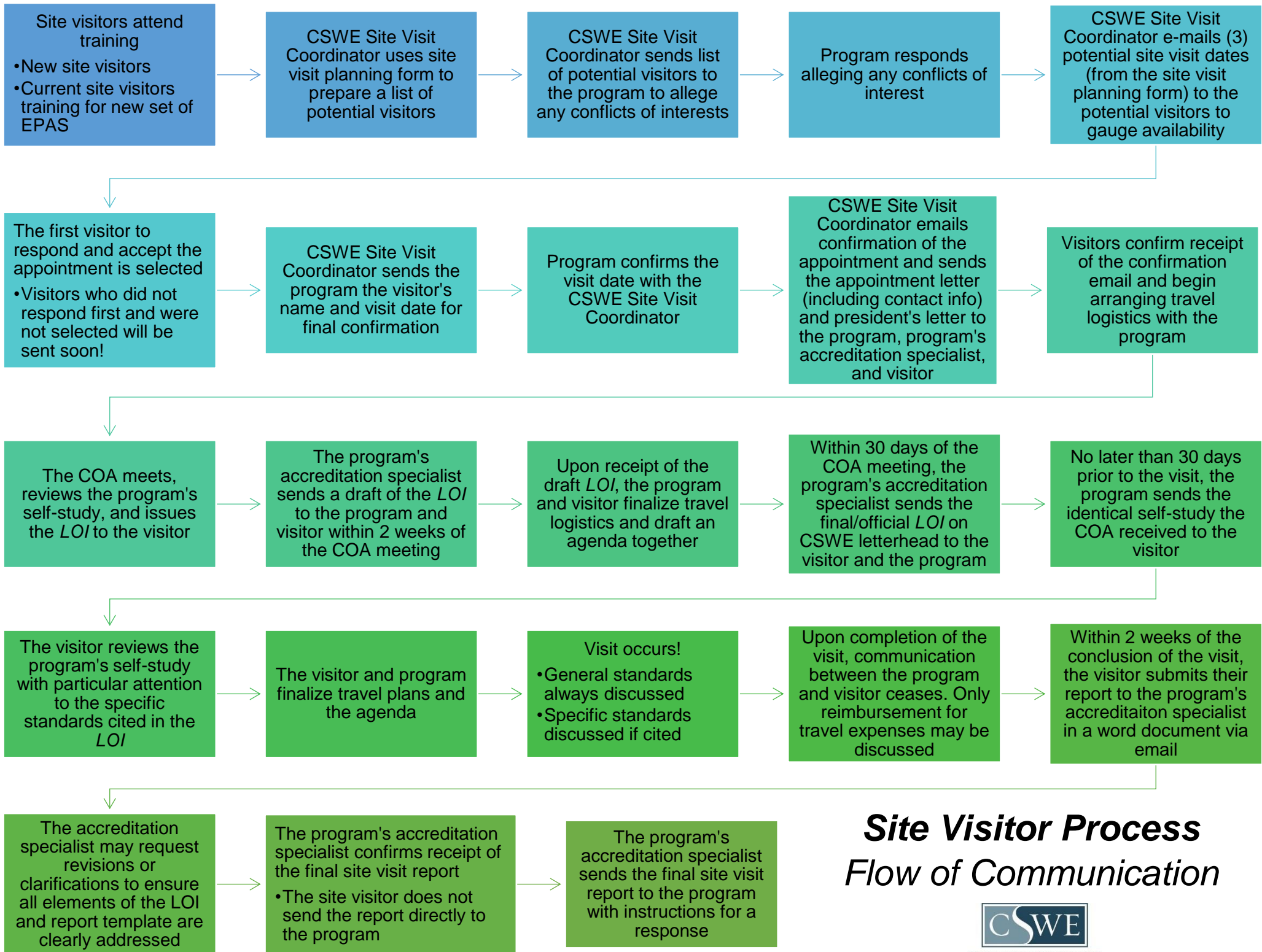
Site visitors and programs are urged to reach out to the program's accreditation specialist in advance of the visit to fully understand the content of the LOI and purpose of the visit. While site visitors and programs may contact the program's accreditation specialist during the visit, it is most beneficial for all parties to make contact in advance of the visit. Advance preparation is essential, let's collaborate!

Site Visit Coordinator

Should you have questions regarding site visit assignments, logistics, or if an emergency should arise immediately before/during/after the visit, please contact the DOSWA site visit coordinator. If the site visit coordinator is unavailable, the DOSWA director or accreditation specialist may be contacted.

Overview of the Reaffirmation Process/Steps





Site Visitor Process Flow of Communication



**Timetable for Reaffirmation
February ____ Agenda
Council on Social Work Education
Commission on Accreditation (COA)**

The COA and the Department of Social Work Education are now paperless. Submit all documents via e-mail to the relevant accreditation party. Document formatting and submission requirements are located in policy 1.2.11 in the [EPAS Handbook](#). Any site visitor seeking volunteer service-related accommodations, please contact the program's accreditation specialist.

ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Reaffirmation Workshop (optional)	Two or three years before the COA review for a Reaffirmation Determination. Locate the program's next accreditation review date in CSWE's Directory of Accredited Programs or the COA-issued decision letter from the last review cycle.	Learn more and register at: https://www.cswe.org/Accreditation/Training.aspx
Reaffirmation Eligibility Fee Invoice Issued • Single Baccalaureate or Master's Program \$1,500 • Both Baccalaureate and Master's Programs \$3,000 • Collaborative Program \$3,000	December 1, ____	CSWE e-mails the invoice to the primary contact. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
Site Visit Planning Form Due*		The program e-mails the form to CSWE's site visit coordinator.
Form located at: Accreditation Process > Reaffirmation > Site Visits > select October agenda form		
Reaffirmation Eligibility Fee Due	February 1, ____	The program mails the check payment with the invoice number to CSWE. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
The last date for the program to request a one-meeting agenda adjustment or one-year postponement to temporarily delay the reaffirmation cycle (policy 1.2.2 & 1.2.3, EPAS Handbook). Form located at: Accreditation Process > Postponement of Reaffirmation Review		The program e-mails the form to the accreditation specialist in Word Document or searchable PDF format. All supporting documentation must be included in the form as a single/continuous document.
Reaffirmation Eligibility Application Due*	March 1, ____	The program e-mails the application to the accreditation specialist in a single/continuous Word Document or searchable PDF format.
Application located at: Accreditation Process > Reaffirmation > Eligibility Materials		

Reaffirmation Review Brief Due* Brief located at: Accreditation Process > Self-study Forms		The program e-mails the brief to the accreditation specialist in Word Document format.	
Full Self-Study Due Resources to aid in the self-study writing process located at: Accreditation Process > Reaffirmation	April 1, ____	The program submits one (1) copy via e-mail to the accreditation specialist, in three (3) separate documents: Volume 1, Volume 2, Volume 3 in Word Document or searchable PDF format.	
	One month before the Site Visit	The program sends one (1) full copy of the self-study (Volumes 1-3) via e-mail to the site visitor(s).	
Reaffirmation Fee Issued* • Single Baccalaureate or Master's Program \$3,500 • Both Baccalaureate and Master's Programs \$7,000 • Collaborative Program \$7,000 CSWE e-mails the invoice to the primary contact.	May 1, ____	CSWE e-mails the invoice to the primary contact. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .	
COA Review for Letter of Instructions (LOI) to the Site Visitor	June ____ COA Meeting	-----	June ____ COA M
Reaffirmation Fee Due	July 1, ____	The program mails the check payment with the invoice number to CSWE. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .	
Site Visit Occurs	September 1, ____ through November 15, ____	-----	
Site Visit Report Due	Within two (2) weeks of the last day of the Site Visit.	The site visitor e-mails the report to the accreditation specialist, who processes it and sends the final version to the program with instructions for responding.	
Program Response to the Site Visit Report Due	Within two (2) weeks of receiving the Site Visit Report from the accreditation specialist. (FILE COMPLETE)	The program e-mails the response to the accreditation specialist in Word Document or searchable PDF format.	
COA Review for Reaffirmation Determination Decision types are detailed in policy 2.6.1, EPAS Handbook .	February ____ COA Meeting	-----	

*Current versions of these documents are on the website: <https://www.cswe.org/Accreditation/Accreditation-Process>.

**Timetable for Reaffirmation
June ___ Agenda
Council on Social Work Education
Commission on Accreditation (COA)**

The COA and the Department of Social Work Education are now paperless. Submit all documents via e-mail to the relevant accreditation party. Document formatting and submission requirements are located in policy 1.2.11 in the [EPAS Handbook](#). Any site visitor seeking volunteer service-related accommodations, please contact the program's accreditation specialist.

ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Reaffirmation Workshop <i>(optional)</i>	Two or three years before the COA review for a Reaffirmation Determination. Locate the program's next accreditation review date in CSWE's Directory of Accredited Programs or the COA-issued decision letter from the last review cycle.	Learn more and register at: https://www.cswe.org/Accreditation/Training.aspx
Reaffirmation Eligibility Fee Invoice Issued • Single Baccalaureate or Master's Program \$1,500 • Both Baccalaureate and Master's Programs \$3,000 • Collaborative Program \$3,000	April 1, ____	CSWE e-mails the invoice to the primary contact. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
Site Visit Planning Form Due*		The program e-mails the form to CSWE's site visit coordinator.
Form located at: Accreditation Process > Reaffirmation > Site Visits > select October agenda form		
Reaffirmation Eligibility Fee Due	June 1, ____	The program mails the check payment with the invoice number to CSWE. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
The last date for the program to request a one-meeting agenda adjustment or one-year postponement to temporarily delay the reaffirmation cycle (policy 1.2.2 & 1.2.3, EPAS Handbook). Form located at: Accreditation Process > Postponement of Reaffirmation Review		The program e-mails the form to the accreditation specialist in Word Document or searchable PDF format. All supporting documentation must be included in the form as a single/continuous document.
Reaffirmation Eligibility Application Due*		The program e-mails the application to the accreditation specialist in a single/continuous Word Document or searchable PDF format.
Application located at: Accreditation Process > Reaffirmation > Eligibility Materials	July 1, ____	
Reaffirmation Fee Invoice Issued*		CSWE e-mails the invoice to the primary contact.

<ul style="list-style-type: none"> • Single Baccalaureate or Master's Program \$3,500 • Both Baccalaureate and Master's Programs \$7,000 • Collaborative Program \$7,000 		Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
Reaffirmation Review Brief Due* Brief located at: Accreditation Process > Self-study Forms		The program e-mails the brief to the accreditation specialist in Word Document format.
Full Self-Study Due Resources to aid in the self-study writing process located at: Accreditation Process > Reaffirmation	August 1, ____	The program submits one (1) copy via e-mail to the accreditation specialist, in three (3) separate documents: Volume 1, Volume 2, Volume 3 in Word Document or searchable PDF format.
	One month before the Site Visit	The program sends one (1) full copy of the self-study (Volumes 1-3) via e-mail to the site visitor(s).
Reaffirmation Fee Due	September 1, ____	The program mails the check payment with the invoice number to CSWE. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
COA Review for Letter of Instructions (LOI) to the Site Visitor	October ____ COA Meeting	-----
Site Visit Occurs	December 1, ____ through February 28, ____	-----
Site Visit Report Due	Within two (2) weeks of the last day of the Site Visit.	The site visitor e-mails the report to the accreditation specialist, who processes it and sends the final version to the program with instructions for responding.
Program Response to the Site Visit Report Due	Within two (2) weeks of receiving the Site Visit Report from the accreditation specialist. (FILE COMPLETE)	The program e-mails the response to the accreditation specialist in Word Document or searchable PDF format.
COA Review for Reaffirmation Determination Decision types are detailed in policy 2.6.1, EPAS Handbook	June ____ COA Meeting	-----

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Document formatting and submission requirements are located in policy 1.2.11 in the [EPAS Handbook](#). Below is a summary of important document formatting and submission instructions. Review the policy for more details prior to submitting any items to staff or COA.

- **Accreditation is paperless!** Accreditation document submissions are facilitated via e-mail. Cloud-based documents will not be accepted.
- Scanned documents will not be accepted by CSWE staff or the COA for any accreditation-related process or review.
- Separate attachments will not be accepted. Embed all required information directly into a single/continuous document.

**Timetable for Reaffirmation
October ____ Agenda
Council on Social Work Education
Commission on Accreditation (COA)**

The COA and the Department of Social Work Education are now paperless. Submit all documents via e-mail to the relevant accreditation party. Document formatting and submission requirements are located in policy 1.2.11 in the [EPAS Handbook](#). Any site visitor seeking volunteer service-related accommodations, please contact the program's accreditation specialist.

ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Reaffirmation Workshop <i>(optional)</i>	Two or three years before the COA review for a Reaffirmation Determination. Locate the program's next accreditation review date in CSWE's Directory of Accredited Programs or the COA-issued decision letter from the last review cycle.	Learn more and register at: https://www.cswe.org/Accreditation/Training.aspx
Reaffirmation Eligibility Fee Invoice Issued • Single Baccalaureate or Master's Program \$1,500 • Both Baccalaureate and Master's Programs \$3,000 • Collaborative Program \$3,000	August 1, ____	CSWE e-mails the invoice to the primary contact. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
Site Visit Planning Form Due*		The program e-mails the form to CSWE's site visit coordinator.
Form located at: Accreditation Process > Reaffirmation > Site Visits > select October agenda form		
Reaffirmation Eligibility Fee Due	October 1, ____	The program mails the check payment with the invoice number to CSWE. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
The last date for the program to request a one-meeting agenda adjustment or one-year postponement to temporarily delay the reaffirmation cycle (policy 1.2.2 & 1.2.3, EPAS Handbook).		
Form located at: Accreditation Process > Postponement of Reaffirmation Review		The program e-mails the form to the accreditation specialist in Word Document or searchable PDF format. All supporting documentation must be included in the form as a single/continuous document.
Reaffirmation Eligibility Application Due*		
Application located at: Accreditation Process > Reaffirmation > Eligibility Materials	November 1, ____	The program e-mails the application to the accreditation specialist in a single/continuous Word Document or searchable PDF format.
Reaffirmation Fee Invoice Issued*		CSWE e-mails the invoice to the primary contact.

<ul style="list-style-type: none"> • Single Baccalaureate or Master's Program \$3,500 • Both Baccalaureate and Master's Programs \$7,000 • Collaborative Program \$7,000 		Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
Reaffirmation Review Brief Due* Brief located at: Accreditation Process > Self-study Forms		The program e-mails the brief to the accreditation specialist in Word Document format.
Full Self-Study Due Resources to aid in the self-study writing process, including formatting guidelines are located at: Accreditation Process > Reaffirmation	December 1, ____	The program submits one (1) copy via e-mail to the accreditation specialist, in three (3) separate documents: Volume 1, Volume 2, Volume 3 in Word Document or searchable PDF format.
	One month before the Site Visit	The program sends one (1) full copy of the self-study (Volumes 1-3) via e-mail to the site visitor(s).
Reaffirmation Fee Due	January 1, ____	The program mails the check payment with the invoice number to CSWE. Accreditation-related fee questions should be addressed to feesaccred@cswe.org .
COA Review for Letter of Instructions (LOI) to the Site Visitor	February ____ COA Meeting	-----
Site Visit Occurs	March 1, ____ through May 31, ____	-----
Site Visit Report Due	Within two (2) weeks of the last day of the Site Visit.	The site visitor e-mails the report to the accreditation specialist, who processes it and sends the final version to the program with instructions for responding.
Program Response to the Site Visit Report Due	Within two (2) weeks of receiving the Site Visit Report from the accreditation specialist. (FILE COMPLETE)	The program e-mails the response to the accreditation specialist in Word Document or searchable PDF format.
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- Separate attachments will not be accepted. Embed all required information directly into a single/continuous document.

THE LETTER OF INSTRUCTION

Prior to the site-visit, the Commission on Accreditation reviews the self-study. Upon completion of that review it issues a “*Letter of Instruction (LOI)*”. The *LOI* identifies the content areas the commission wishes the site visitors to explore during the site visit. It cites each standard or component of a standard and details the information it wishes the site visitor to seek in relation to that standard.

There are three standards which are always identified in every *LOI*. They are **AS 1** (Mission and Goals), **AS 3.0** (Diversity) and **AS 4.0** (Assessment). In some cases these are the only standards cited in the *LOI*. More frequently, however, other standards are cited as well. It is these citations which provide guidance to the site visitor in the conduct of the site visit.

Under no circumstances is the site visitor to explore issues during the visit which are not specified in the *LOI*.

Programs should not provide a written response to the *LOI* nor provide a written response in advance of the site visit.

SAMPLE *Letter of Instruction (LOI)* on next page.

SAMPLE LETTER OF INSTRUCTION (LOI)

March 3, 2019

Site Visitor Name and Address

RE: *Letter of Instruction (LOI)*
University Name (State)
Master's Social Work Program (MSW)

Dear [site visitor]:

At its February 2019 meeting, the Commission on Accreditation (COA) reviewed the self-study submitted by the social work program and issued this *Letter of Instruction (LOI)*.

Instructions for General Questions

Discuss general questions related to these three standards, using the *2015 Educational Policy and Accreditation Standards (EPAS)*, with the program: Program mission and goals (**AS 1.0**), diversity (**AS 3.0**), and assessment (**AS 4.0**). Ask broad questions about how the program's mission and goals relate to the level of practice it prepares students for and find out if it gained any insight from the assessment of student outcomes. In addition, explore the challenges and achievements the program has experienced in making specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity are practiced.

Instructions for Specific Questions

Accreditation Standard 1.0.3: *The program identifies its goals and demonstrates how they are derived from the program's mission.*

The program identified its goals. However, the program did not demonstrate how the goals are derived from the program's mission.

The site visitor is asked to explore with the program how each of its goals is directly derived from the program's mission.

Accreditation Standard M2.0.1: *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.*

The program explained how its mission and goals are consistent with most areas of generalist practice, as defined by **Educational Policy 2.0**. However, the program did not explain how its mission and goals are consistent with engaging diversity in practice; advocating for human rights and social and economic justice; and building on the resiliency of all people.

The site visitor is asked to discuss with the program how its mission and goals are consistent with all areas of generalist practice, as defined by **Educational Policy 2.0**.

Accreditation Standard M2.0.3: *The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.*

The program provided a matrix that illustrates how its generalist practice content implements the nine required social work competencies. However, the program did not identify curriculum content to address all the dimensions of some of the competencies.

The site visitor is asked to discuss with the program how its generalist practice content implements all the dimensions for the nine required social work competencies.

Accreditation Standard M2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

The program provided a matrix that illustrates how its advanced practice content implements the nine required social work competencies. However, the program did not identify curriculum content to address all the dimensions of some of the competencies.

The site visitor is asked to discuss with the program how its advanced practice content implements all the dimensions of the nine required social work competencies.

Accreditation Standard 2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings, fostering the implementation of evidence-informed practice.

The program stated that theories and concepts are learned in the classroom and implemented in practice. However, the program did not discuss specifically how the program connects the theoretical and conceptual contribution of the classroom with the field setting, fostering the implementation of evidence-informed practice.

The site visitor is asked to discuss with the program specifically how it connects the theoretical and conceptual contribution of the classroom with the field setting, fostering the implementation of evidence-informed practice.

Accreditation Standard M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

The program explained how its field education program monitors the field setting through assignments associated with the field experience. However, the program did not specify how field settings provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.

The site visitor is asked to discuss with the program how field settings provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.

Accreditation Standard 2.2.5: *The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.*

The program described how its field education program provides a minimum of 900 hours of field education. However, the program identified that advanced standing students only receive 493 hours of field placement. Additionally, the program indicated that it counts hours spent in the field seminar as part of their field education hours.

The site visitor is asked to verify with the program that all students receive a minimum of 900 total hours in field settings while enrolled at CSWE-accredited programs and ensure that the program does not count time spent in the field seminar toward field education hours.

Accreditation Standard M2.2.9: *The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

The program specified the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. The program also described how the program assumes responsibility for reinforcing a social work perspective in instances where field instructors do not possess the requisite credentials. However, the program only specified that it requires that an individual must possess a master's degree in social work to serve as field instructor, but did not specify that the degree must be from a CSWE-accredited program.

The site visitor is asked to verify with the program that field instructors must possess master's degrees from CSWE-accredited programs in order to design field learning opportunities for students to demonstrate program competencies and reinforce the social work perspective.

Accreditation Standard 3.2.3: *The program documents a full-time equivalent faculty-to-student ratio 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. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.*

The program provided its faculty-to-student ratio, which was within the recommended ratio parameters, and specified how its ratio is calculated. However, the program did not discuss how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

The site visitor is asked to review with the program how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

Accreditation Standard 3.2.5: *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

The program described its faculty workload policy and discussed how the policy supports the achievement of institutional priorities. However, the program did not discuss how its faculty workload policy supports the achievement of the program's mission and goals.

The site visitor is asked to discuss with the program how its faculty workload policy supports the achievement of the program's mission and goals.

Accreditation Standard 3.3.6: *The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.*

The program described its personnel resources and how these resources support the administration of its field education program. However, the program did not describe its time and technological support or their sufficiency to administer the field education program to meet its mission and goals.

The site visitor is asked to discuss with the program the availability of time and technological support resources and the sufficiency of those resources to administer its field education program to meet its mission and goals.

Accreditation Standard 3.4.5: *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

The program described its office and classroom space. However, the program did not discuss the sufficiency of these resources to achieve its mission and goals.

The site visitor is asked to review with the program the sufficiency of its office and classroom space to achieve its mission and goals.

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

- *A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*
- *At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.*
- *An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.*

- *Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.*
- *An explanation of how the program determines the percentage of students achieving the benchmark.*
- *Copies of all assessment measures used to assess all identified competencies.*

The program presented its plan for ongoing assessment of student outcomes for all identified competencies in the generalist and specialized levels of practice, which included all the requisite elements, with the exception of the rationale for each benchmark and an identification of the dimensions assessed using each outcome measure.

The site visitor is asked to explore with the program the rationale for its benchmarks and review with the program which dimension is being assessed by each individual outcome measure.

Accreditation Standard 4.0.2: *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

The program provided data for some of the competencies at the generalist level. However, the program reported that it has not yet completed its data collection process at the specialized level.

The site visitor is asked to obtain from the program its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks at the competency level for specialized practice.

Accreditation Standard 4.0.5: *For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.*

The program provided a plan for assessing the implicit curriculum and provided summary data in several areas. However, the program did not provide data or a discussion of implications for program renewal and specific changes it has made based on these assessment outcomes.

The site visitor is asked to discuss with the program its implicit curriculum assessment data and specific changes that will be made to the program based on its assessment outcomes.

Arranging the Site Visit

Using this letter as a guide, work with the program director to plan the site visit schedule, including the names and positions of those with whom you will meet.

The program director is provided a copy of this *LOI* for informational purposes and guidance in working with you to plan the visit.

During the site visit, you are expected to give the program the opportunity to provide you with information that clarifies, corrects, or supplements those parts of its self-study about which the COA has questions. Any additional materials the program provides during the site visit must be included by the program in its program response. The site visitor is not responsible for sending any supplemental materials provided during the visit.

Site Visit Report

Within 2 weeks of the last day of the site visit, send one (1) e-copy of the report with your findings to the program's accreditation specialist at CSWE. The report should summarize the conversation on general questions regarding program mission and goals (**AS 1.0**), diversity (**AS 3.0**), and assessment (**AS 4.0**), as well as cite each **accreditation standard** and corresponding questions raised by the COA in its *Letter of Instructions* and thorough discussion of your findings for each. The *Site Visit Report* template is enclosed for your convenience.

Program Response to the Site Visit Report

The COA does not expect the program to take formal action on the *LOI*, nor to submit a response to it. Instead, within 2 weeks of receipt of the *site visit report* from CSWE, the program should submit a formal written response to _____, Accreditation Specialist in the Department of Social Work Accreditation.

The COA will review the site visit report and the program response at its October 2019 meeting to determine if the program's accreditation should be reaffirmed.

Sincerely,

COA Chair
Chair, Commission on Accreditation

Chair Initials/Accreditation Specialist Initials

Cc: Program's Primary Contact

Site Visitor for Baccalaureate Social Work Program (if applicable)

Enclosure: *Site Visit Report* Template

**Council on Social Work Education
Commission on Accreditation
Site Visit Information**

Instructions: Please review this information in preparation for each site visit assigned and conducted. Complete the required Site Visit Report Template and return it to the program's accreditation specialist at CSWE within 2 weeks of the visit. Do not alter nor edit this template.

Role, Scope, and Boundaries of the Site Visitor

The site visit is an important step in the peer-review reaffirmation process. Qualified site visitors operate under the authority and jurisdiction of the Commission on Accreditation (COA). The visitor's role is that of information gatherer; visitors do not determine compliance nor select a decision type. The COA is the sole arbiter of compliance. Visitors do not provide feedback, opinions, advice, recommendations, nor instructions to the program. Visitors may not share program-specific information, LOI information, self-study content, or material discussed onsite with parties outside of the reaffirmation process (e.g., accreditation specialist, COA, etc.).

The content of the visit and report are structured around collecting clarifying information pertaining to general and specific questions raised in the COA-issued Letter of Instruction (LOI). The LOI includes both general and specific questions. If the program's self-study narrative was unclear, incomplete, or missing information, the standard is cited by the COA in the LOI and instructions are provided to the visitor to collect clarifying information from the program. While the visitor reviews the self-study in its entirety in advance of the visit, only standards itemized in the LOI may be discussed onsite with the program. Information beyond the boundaries of the LOI should not be discussed, requested, nor reported. Visitors must use the required report template provided on the final page of the LOI.

Developing the Agenda

The agenda is collaboratively developed by the visitor and program. Onsite meetings are conducted with program faculty, students, and administrators; which includes a meeting with the institution's president/chancellor or their designee (e.g., provost). Additional program stakeholders, groups or individuals, with whom the visitor elects to meet with is driven by the standards identified in the LOI. The visitor may not meet with additional constituent groups beyond the agreed upon agenda without the program's consent.

Self-study & Supplemental Materials

No later than 30 days prior to the visit, the program send the visitor one (1) electronic copy of the exact self-study submitted to the COA. Programs do not submit formal written responses to the LOI nor furnish the visitor with supplemental materials (beyond the self-study) in advance of the visit. Programs are permitted share documentation, visuals, or materials explicitly requested in the LOI with the visitor onsite. However, the visitor does not collect nor submit these materials with their report. The program is solely responsible for documenting compliance and submitting evidence in their formal written response to the site visit report. The visitor collects the clarifying information as directed in the LOI via discussion with program stakeholders.

Site Visit Report

Following the close of the visit, any communication between the site visitor and program director ceases (except for submitting documentation for reimbursement of travel expenses). Any remaining questions or concerns the program or visitor may have are directed to the program's accreditation specialist.

Within 2 weeks of site visit, the visitor submits one (1) electronic single **word document (not a PDF)** of the completed report template, including a copy of the meeting agenda and sign-in sheets, to the program's accreditation specialist at CSWE. The accreditation specialist is identified in the LOI. Report content is written in the visitor's own words and reflects objective and factual findings collected via discussion with program stakeholders. The report should not refer COA readers to the program's self-study or any supplemental materials provided onsite, nor should the visitor include copied/pasted narrative excerpts from program documents. The visitor does not include materials provided by the program in the report; the program will provide this information in their program response to the site visit report. The visitor destroys the program's documents upon confirmation of receipt of the report by the accreditation specialist.

Program Response

Upon receipt of the report, the accreditation specialist reviews the report for clarity and objectiveness. This review process may result in the program receiving the report beyond the initial 2 weeks granted for the visitor to submit the report. Please be patient and assured that the program will be granted a full **2 weeks** to submit their formal written response to the site visit report. Once the accreditation specialist accepts the report, the program will receive the site visit report via email with detailed instructions for responding.

The program responds to each standard itemized in the LOI and the site visit report. The program does not refer COA readers to the self-study nor previously submitted materials. The program submits one (1) electronic single **word document (not PDF)** of the completed response, including any supplemental materials provided to the site visitor, to the program's accreditation specialist at CSWE.

Understanding Reaffirmation Decision Types

The reaffirmation determination will be made based upon the LOI, site visit report, and program's response which will be reviewed at the COA Meeting identified in the LOI. Section 2.6. *COA Reaffirmation Determination and Decisions* in the [EPAS Handbook](#) details potential decision types and their rationales.

Policies, Procedures, & Resources

Policies and procedures regarding the site visit are located in sections 2.3. *Letter of Instruction, Site Visit Planning, and Site Visit Hosting* and 2.5. *Site Visit Report and Program Response* in the [EPAS Handbook](#). Additional site visit resources can be found on the [CSWE website, Accreditation pages](#). While it is advised that the visitor contact the program's accreditation specialist in advance of the visit to clarify any items in the LOI, accreditation staff are available before, during, and after the visit to address any questions, clarify expectations, or provide resources.

**Council on Social Work Education
Commission on Accreditation**

Site Visit Report Template

1. Program Visited Name:

2. Program Visited State:

3. Program Visited Level(s):

4. Date of Site Visit:

5. Site Visitor(s) Name:

6. Include a copy of the site visit schedule or a list of stakeholders with whom the site visitor met with during the visit (e.g., groups and individuals from the program and institution).
7. Write a brief summary of the general questions discussions pertaining to: program mission and goals (**AS 1.0**), diversity (**AS 3.0**), and assessment (**AS 4.0**).

Program Mission and Goals (AS 1.0):

Diversity (AS 3.0):

Assessment (AS 4.0):

8. List each **accreditation standard** and specific question raised by the COA in its *Letter of Instruction* (LOI). Provide a thorough discussion of objective/factual findings for each item.

Accreditation Standard...:

Insert full text of the accreditation standard from the LOI.

Specific Question:

Insert full citation language, including the instructions to the visitor, from the LOI.

Site Visit Findings:

Write your objective/factual findings to clarify this LOI item.

[repeat for each standard itemized in the LOI]

PLANNING AND CONDUCTING THE SITE VISIT

The site visit agenda, including visits to off-campus program options, must be arranged in advance of the visit by the site visitor and the program director, and should be guided by the *Letter of Instruction*.

General Information

The number of site visitor(s) and length of site visits vary depending upon several factors. Single degree programs (baccalaureate or master's only) are assigned one (1) site visitor. Institutions with both a baccalaureate and a master's degree program that are being reviewed on the same COA agenda are assigned two (2) site visitors, one for each program. Program circumstances may require that the program negotiate with the site visit coordinator regarding the number of visitors needed. An additional site visitor may be necessary, if a program is very complex or if there are off-campus program options. Single degree programs (baccalaureate or master's only) typically require 1 day for a site visit. Institutions with both a baccalaureate and a master's degree program typically require 2 days to complete the visit. An extra day may be necessary, depending on the complexity of the program and if there are off-campus sites. These decisions are worked out between the site visit coordinator, the program director(s) and the site visitor(s).

For programs with multiple program options (e.g., branch campus, satellite site, online program, etc.), depending upon the questions raised in the LOI and physical distance, the site visitor may visit multiple locations or the program may bring relevant stakeholders and administrators to the main institution location. Contact the program's accreditation specialist for further clarification and assistance.

Programs should consult with DOSWA staff regarding complex arrangements. When the date of the visit has been established, the program director should work out all details, such as the specific times and places of meetings and conferences, people to attend, and escorts for the site visitor(s).

During the first evening of the site visit, the visitor(s) will typically work alone, working out the logistics of the visit, raising questions, and finalizing individual assignments and meeting times. The program director may meet with the site visitor(s) to welcome them to campus, explain the itinerary, answer any questions, and outline the arrangements to escort them to the campus. This meeting is at the discretion of the site visitor.

After the visit has concluded, the contact between the program and site visitor should end. If the program has additional questions or comments after the visit, the program's assigned accreditation specialist should be contacted.

Site Visit Content

The content of the site visit is dictated by the COA's *LOI*. The *LOI* identifies the standards about which the COA seeks more information and typically provides guidance to the site visitor(s) about the specific issues relative to those standards the COA wishes the site visitor(s) to explore. The site visitors' role is that of "information gatherer". Site visitors are not there to provide advice, or share information about how their or other programs handle the issue being discussed; they are there solely to collect the information which the COA has requested.

Letter of Instruction: General Questions

All site visitors for reaffirmation are required to engage in broad conversations with program stakeholders regarding three accreditation standards: **1.0 Mission and Goals, 3.0 Diversity, and 4.0 Assessment**. Program stakeholders include the institution president/chancellor (or designee), program administrators, faculty, students, staff, field personnel, alumni, advisory boards, and other groups the program convenes during the visit. Refer to the site visit training materials, housed on the CSWE Learning Academy, to assist in preparing for a positive and accurate visit experience. Engaging the program in general discussion allows program's the opportunity to highlight its strengths, paints the program's unique context, and discuss any areas for enhancement related to these three areas.

General Questions Bank for Site Visitors Council on Social Work Accreditation Department of Social Work Accreditation

Note: *This is an optional tool developed by the DOSWA to assist site visitors in their information gathering efforts. These questions are not required. Feel free to use any or none of these questions. Site visitors are encouraged to craft their own general questions according to the unique context of the program after reviewing the program's self-study and COA-issued Letter of Instruction (LOI).*

Accreditation Standard 1.0: Mission and Goals General Question Examples

For Institution Administrators:

1. How does social work fit into the institutional mission?
2. What is the social work program's significance to the overall institutional mission?
3. How does the program contribute to the overall institution mission?
4. What is the institution's vision for the program?
5. What is the program's impact on campus/at the institution?
6. How does the program's mission and goals relate to the level of practice it prepares students' for?

For Advisory Board/Field Instructors:

7. How does the program's mission reflect some aspects of its context - both institutional and geographical?
8. Provide examples of how the mission is implemented in the curriculum and program operations.
9. Are you aware of the mission? If so, can you articulate it?

For Faculty:

10. What informed the program to select the curricular and operational emphasis reflected in the mission?
11. How does the program mission comport with the institution's mission?
12. How does the mission reflect some aspects of its context - both institutional and geographical?
13. Are you familiar with the purpose and values of the social work perspective? Do you feel your program's mission and goals reflect consistency with the purpose and values?
14. Provide examples of how the mission is implemented in the curriculum and program operations.

15. Are you aware of the mission? If so, can you articulate it?
16. How have faculty been involved in the creation and maintenance of the mission?
17. How have faculty been involved in the creation and maintenance of the goals?
18. Are you familiar with the program goals? What steps has the program done to achieve these goals? Do you feel the program has been successful in achieving its goals or taking steps toward achievement?

For Students:

19. Are you aware of the mission? If so, can you articulate it?
20. Do they see the mission reflected in the curriculum and operation of the program?
21. What are the central perspectives espoused by the program?
22. Are you familiar with the purpose and values of the social work perspective? Do you feel your program's mission and goals reflect consistency with the purpose and values?
23. In what ways have you learned about the mission statement?
24. Are you familiar with the program goals? What steps has the program done to achieve these goals? Do you feel the program has been successful in achieving its goals or taking steps toward achievement?

For Any/All:

25. Are you stakeholders aware of the program's mission and goals?
26. Are stakeholders able to recall/articulate the program's mission and goals?
27. Where/when are your stakeholders reminded of the program's mission and goals?
28. How does your mission connect to the larger institutional mission?
29. What is the context of your program? How are the program's mission and context linked?
30. What aspects does the program context make necessary in terms of the curriculum design?
31. What was the process for adopting these contextual foci?
32. How does your mission show up in your curriculum?
33. Give an example of how you are operationalizing the program's mission.
34. Give an example of how you are operationalizing the program's goals.
35. How does the program's unique context impact the program's mission and goals?
36. How do social work values influence the program's mission and goals?
37. How does the social work profession's purpose influence the program's mission and goals?
38. How often does the program engage in review and renewal of the program's mission and goals?
39. What are the strengths of the program's mission?
40. Does the program wish to make any enhancements or changes to the program's mission? If yes, what are the changes and why?

Accreditation Standard 3.0: Diversity
General Question Examples

For Administrators:

1. Do you want the social work program to grow? What resources will help make expanded reach a reality?

2. What steps has your institution taken to ensure policies and procedures that support and affirm individuals of diverse identities?
3. What resources are available on your campus to support individuals of diverse identities? Are these available to social work students? How are they made aware of these resources?
4. How does your institution view diversity? How diverse is your population of faculty, staff, and students, and along what dimensions of diversity?
5. How do you support a diverse faculty, staff, and student population?
6. What steps has your institution taken to ensure representation of faculty, staff, and students along a variety of dimensions, such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, among other elements of diversity?
7. What services and/or support do you provide to ensure all students and faculty feel supported?
8. Does your student population feel represented by the faculty population?

For Advisory Board/Field Instructors:

9. What are the strengths and challenges of social work students?

For Faculty:

10. Provide specific examples of how the program creates an inclusive environment respectful of diversity, difference, and equity.
11. Provide specific examples of planned future improvements with respect to diversity, equity, and inclusion.
12. Provide examples of how a student might experience affirmation for diversity in this environment.
13. What does the program or you as faculty members do to create a more diverse and inclusive environment?
14. What types of diversity do you see within your programs? Are there any types of diversity you feel aren't represented or aren't supported? Is there anything you would recommend your program do to further support those populations?

For Students:

15. How do you experience affirmation of diversity and difference in this setting?
16. How do you learn of diversity resources and supports?
17. From your perspective, what does the program or the faculty do to support diversity?
18. How are diverse identities supported and valued?
19. How well prepared are you to practice in a diverse context?
20. How does the environment contribute to a sense of diversity and inclusion?
21. Is there anything you would like changed in your program?
22. Describe the grievance and appeal process.
23. What types of diversity do you see within your programs? Are there any types of diversity you feel aren't represented or aren't supported? Is there anything you would recommend your program do to further support those populations?
24. What types of diversity do you feel you, or other students, bring to the program?

For Any/All:

25. How is diversity reflected in the social work program's learning environment?
26. What challenges and strengths do you observe from students with respect to diversity?

27. Give an example of one social work initiative, event, or activity that exemplifies the program's commitment to diversity, equity, and/or inclusion.
28. Give an example of one social work initiative, event, or activity that highlights intersectionality.
29. Give an example of one social work initiative, event, or activity that highlights cultural humility.
30. What process exists for ongoing discussion about diversity, equity, and inclusion?
31. How is the institution or program provide resources to supportive diversity-centered efforts?
32. How does the program prepare students to address diversity in practice?
33. How does the selection of field education settings and their clientele reflect the diversity unique to the program's location/context?
34. Does the program have any signature or annual events that are diversity-centered? If yes, describe the events.
35. What efforts does the program have on the horizon to strengthen its implicit curriculum focus on diversity?
36. What efforts, beyond the course and field content, are being made to craft a supportive learning environment?
37. How do program operations model an affirming learning environment?
38. What are the strengths of the program's diversity efforts?
39. Does the program wish to make any enhancements or changes to the program's diversity efforts? If yes, what are the changes and why?
40. How are changes made to further enhance diversity efforts?

Accreditation Standard 4.0: Assessment
General Question Examples

For Administrators:

1. Are you aware of the department assessment needs?
2. Does the program's assessment plan fit within the assessment needs of the institution?
3. What support does your institution provide to its program to ensure it is able to meet its assessment benchmarks?

For Faculty:

4. How does your program assess demonstration of competence? What outcome measures are being used?
5. What dimensions of competence are you assessing?
6. How were benchmarks determined? What is the rationale for the benchmarks set by your program?
7. If you have more than one program option, have you seen any differences in your assessment outcomes between different program options?
8. What outcome measures are working well for your program? Are there any changes you would recommend to your assessment plan or collection of findings?
9. How does your program review assessment outcomes to determine whether and what changes to make? Do you feel this process is working well?
10. How does your program assess its implicit curriculum? What outcome measures are being used?

For Advisory Board/Field Instructors:

11. How are you informed about assessment outcomes?

For Students

12. What do you know about your program assessing student competencies?
13. How does your program assess demonstration of competence? Do you feel the measures used accurately capture competence of the student population?
14. Are there any changes you would recommend making to your assessment plan?
15. How does your program assess its implicit curriculum? What outcome measures are being used?
16. What changes have you seen to your program based on the review of assessment outcomes?

For Any/All:

17. Describe the program's culture of assessment.
18. Briefly describe the assessment process.
19. How does the program assess student competence?
20. How are you engaged in the assessment process?
21. Which dimensions of the holistic competencies does the program assess? Why?
22. How does the program prepare faculty and field personnel to assess student competency consistently?
23. How does the program assess the implicit curriculum (learning environment beyond the classroom/field)?
24. How is data used to inform the curriculum design and program operations?
25. Describe a few data-based changes the program has made recently.
26. How often does the program engage in review and renewal of the program's benchmarks?
27. What is the program's approach when individual or groups of students are not meeting the benchmark?
28. What are the strengths of the program's assessment strategies?
29. Does the program wish to make any enhancements or changes to the program's assessment plan? If yes, what are the changes and why?

Letter of Instruction: Specific Questions

If on the other hand, the LOI has cited specifics regarding assessment, program administration, components of the curriculum, the site visitor(s) will likely want to organize additional meetings with sub-groups for assessment and/or sub-groups responsible for curricular components. Since the site visitor is the "eyes and ears" of the COA, the site visitor and program organize meetings during the site visit which are responsive to what the COA has asked to be investigated. For programs with multiple program options (e.g., branch campus, satellite site, on-line program, etc.), depending upon the questions raised in the *LOI* and physical distance, the site visitor may visit multiple locations, or the program may bring relevant stakeholders and administrators to the main institution location. Contact the program's accreditation specialist for further clarification and assistance.

With Whom to Meet

Institutional Administrators:

It is expected that the site visit will begin with the institution's chief executive officer or that person's designee. The program director should escort the site visitor(s) to the office of the chief executive officer of the institution and, after introductions, permit the site visitor(s) to meet alone with the chief executive officer. This meeting is very brief and typically can be accomplished in less than 20 minutes. Its purpose is to explain the accreditation process, learn more about the role and place of the program within the institution's system, answer any questions the president or chancellor may have and to collect information from the visit that clarifies and verifies the self-study information in the areas which may have been identified in the *LOI*.

The Social Work Program:

It is customary to schedule an opening meeting with the entire faculty of the social work program. The site visitor(s) clarifies the function, scope, and procedures for the visit. The program may invite students, field instructors, advisory groups, and similar groups to attend this opening meeting.

In most site visits, the major work is done with the faculty. Again, the focus of discussion will be dictated by the content of the *LOI*. Because the site visitor(s) and the program both have the letter in advance of the visit, it enables both to prepare accordingly. The site visitor(s) should have developed a detailed list of questions which assist in the task of seeking the information that the COA has identified.

Typically the site visitor(s) also meets with students. The guidelines for those conversations are the same as with the faculty; you are seeking information from the students' perspective identified in the *LOI*. Guidelines for the conversation should be set out clearly. Students sometimes push site visitors for opinions or predictions of accreditation outcomes from site visit. Making the site visitors' role very clear as information gatherer only, will assist in structuring these meetings. Depending upon the focus of the *LOI*, a meeting with other constituents such as the field director, field instructors and others may be warranted.

Exit Interviews:

A brief exit interview occurs with the program director. The site visitor(s) simply summarizes the areas discussed and the major points of content addressed. The visitor(s) indicates that they are making no recommendations in the report, simply summarizing the information they have gathered. There should be nothing in the written report which was not identified in the exit interview. If the site visitor(s) and program director desire, this process may be repeated with the faculty. In the meeting with the faculty, the site visitor(s) should indicate at the outset that there will be no discussion or debate concerning their findings. The site visitor(s) will entertain questions to ensure full understanding of the findings but will not engage the issues in a discussion. The site visitor(s) may respond to questions but not make judgments of whether the program meets compliance with accreditation standards, since that judgment rests with the Commission.

The site visitor(s) should remind programs that the site visit report, along with the program's response to the site visit report, are reviewed by the Commission in making its decision about compliance. The site visitor(s) should explicitly inform the institution and program that the

Commission will notify them of its decision about program compliance and concerns, and that it is possible, that the Commission's analysis may differ from that of the site visitors.

Boundary Violations

There are behaviors that might be construed as ethical violations of professional standards in accreditation. These deal primarily with misunderstanding the nature and boundary of roles.

One major concern is failure to assess programs according to the *Educational Policy and Accreditation Standards* **only**. During a site visit, the site visitor(s) are expected to thoroughly examine the program in relation to the standards outlined in the *LOI*. Site visitors may ask for clarification and further evidence related to the standards, but they are expected to avoid explorations that go beyond the language of the standards or information determined in the *LOI*.

Examples of role misunderstandings and boundary violations include:

- Suggesting or insisting on the use of particular texts or readings
- Advocating for particular curricular contents, theory, literature, or practice models
- Citing unsupported complaints from individual faculty or students as evidence for concern about a standard
- Making value judgments about resources, facilities, or credentials rather than reporting facts
- Criticizing the absence of a particular procedure or strategy to accomplish a mandated function such as student advisement
- Soliciting information from program constituents in informal or non-scheduled meetings
- **Discussing compliance and non-compliance of accreditation standards with the program.**

In addition, there are expected professional behaviors, the absence of which may cause undue hardship for programs as well as discredit CSWE and the profession in general. These include:

- Failure to meet expectations around presenting and writing the site visit report
- Inadequate preparation
- Inclusion in verbal and written communication of all negative findings
- Failure to meet deadlines for submission of documents

Programs are given directions for action if they perceive a boundary violation. If a program believes the site visitor(s) are exceeding their authority during the visit, it is to contact the director of DOSWA immediately for consultation. If a program believes that the findings in a site visit report exceed the boundaries of the **EPAS** and *LOI*, the program is to contact DOSWA staff for further direction, before writing the *Program Response* to the site visit report.

<p>10:30-11:30am</p>	<p>Mission & Goals (AS1.0) Diversity (AS 3.0)</p> <p>Content includes: Clarify function, scope, and procedures for the visit</p> <p>Participants: Name, Credentials, (Role)</p> <p><i>Location: 456 Main St., America, USA ROOM #</i></p> <p>Meeting Program Director, Dean, Associate Dean/Chair, and Community Advisory Board Representatives to address the following specific questions: AS 1.0.3 AS M2.0.1</p> <p>Participants: Name, Credentials, (Role)</p>
<p>11:30 am-12:30pm 12:30-1:00pm</p>	<p><i>Location: 456 Main St., America, USA ROOM #</i></p> <p>Lunch/Break Begin outline for exit interview</p> <p>Meeting with MSW Student Union/Representatives to discuss general questions: Mission & Goals (AS1.0) Diversity (AS 3.0)</p> <p>Participants: Name, Area of Specialized Practice ⁶, Graduation Date</p>
<p>1:15-2:15pm</p>	<p><i>Location: 456 Main St., America, USA ROOM #</i></p> <p>Meeting with Program Director, Field Director, Field Coordinator for Branch Campus, and Field Liaisons to address the following specific questions: AS 2.2.1 AS M2.2.2 AS 2.2.5 AS M2.2.9 AS 3.3.6</p> <p>Participants: Name, Credentials, (Role)</p> <p><i>Location: 456 Main St., America, USA ROOM #</i></p>

⁶ Areas of specialized practice apply to master's students only

2:30-4:00pm	<p>Meeting with Program Director, Dean, Branch Campus Coordinator, and Accreditation Team to address the following specific questions: AS M2.0.3 AS M2.1.4 AS 3.2.3 AS 3.2.5 AS 3.4.5 AS 4.0.1 AS 4.0.2 AS 4.0.5</p> <p>Participants: Name, Credentials, (Role)</p> <p><i>Location: 456 Main St., America, USA ROOM #</i></p>
4:00-4:30pm	<p>Break Finish outline for exit interview ⁷ Use exit interview outline to begin drafting the site visit report</p>
4:30-5:00pm	<p>Exit interview with Program Director and Dean to share preliminary findings Name, Credentials, (Role) Name, Credentials, (Role)</p> <p>Content includes: Summarizes areas discussed and major points addressed Recommendations are not made in the report Discussions of the issues or debate concerning the site visitor’s findings are not permitted Questions and answers may be provided to ensure full understanding of the findings Commission on Accreditation will notify the program of its compliance determination and accreditation status after the submission of the program’s response to the site visit report</p> <p><i>Location: 456 Main St., America, USA ROOM #</i></p>
5:00-5:45pm	<p>Exit interview with faculty members to share preliminary findings Content repeated from previous exit interview</p> <p><i>Location: 456 Main St., America, USA ROOM #</i></p>

Day, Month ##, Year	
<i>Time:</i>	<i>Activity:</i>
Departure Travel Details	Flight Transportation Hotel/Meals

⁷ All topics in the site visit report should be addressed in the exit interview

SITE VISIT REPORT

Submitting Site Visit Report

- Email the site visit report to program's accreditation specialist within two weeks of visit
- Submitted report should be consistent with what was presented at site visit
- If you find something you overlooked at exit interview, consult with accreditation specialist
- It is generally easiest to finalize report right away after the visit when conversations are fresh

Writing to the General Standards

- Identify the general standards and briefly summarize your discussion
- Typically, a paragraph in length for each general standard depending on discussion

Writing to the Specific Standards

- Focus on the components of the standard that are identified as insufficient
- Be sure to ask the accreditation specialist if you are unsure about what is being requested
- No need to restate what the *Letter of Instruction (LOI)* identified as already sufficient

Language Recommendations

- Do not use subjective language, avoid using too many adjectives
- Identify what was discussed, but don't describe the sufficiency or adequacy of what the program is doing
- Identify what information you collected and describe conversations

What to Include/Leave Out

- Site visit report should not be a copy-and-paste what the program provided
- Describe the discussion, not what was in the self-study or include documents the program provided
- If programs have questions about sufficiency, direct them to the accreditation specialist
- Your report should focus on new information discussed at the site visit
- Do not discuss anything in the self-study in the site visit report
- Do not reference page numbers or content in the self-study
- Do not state that something is sufficient, "looks good," etc. – your role is as an information gatherer

Communicating with Program

- If possible, you may present the draft site visit report to program at conclusion of visit
- Don't include anything in site visit report that wasn't presented at conclusion of visit
- If program provided you with any materials, do not append them to your report
- Instruct the program that it is the program's responsibility to append any materials provided you to the program's response to the site visit report

Working with the Program's Accreditation Specialist

If you are unclear about anything, it is encouraged to communicate with the accreditation specialist upon receipt of the *LOI*, in advance of the visit, during the visit, before submitting the site visit report, etc.

SAMPLE LANGUAGE FOR SITE VISIT REPORT

General Question Example | AS 1.0 Program Mission and Goals

Site Visitor Findings

Program faculty, students, and staff discussed the program's mission and goals. The conversation included a discussion of their development and cohesion with the context of the university, social work program, and the region served by the social work program. The program's mission and goals reflect the values and purpose of the profession and provide a grounding for the curriculum and learning environment. Through our discussion, it was apparent that faculty, students, and staff are familiar with the program's mission and goals. It was affirmed through our discussion that the mission and goals are relevant and reflected throughout the program. Each party felt that the mission and goals were appropriate for entry-level generalist social work students and future practitioners.

Specific Question Example | Accreditation Standard 2.2.11

Accreditation Standard 2.2.11: The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Letter of Instruction (LOI) Language

The program discussed how its field education program develops policies regarding field placements in an organization in which the student is also employed. However, the policy provided did not clearly specify how the program monitors and verifies that the student's assignments and field education supervision are not the same as those of the student's employment.

The site visitor is asked to review with the program how it ensures that student assignments and field education supervision are not the same as those of the student's employment.

Site Visitor Findings

The program reported that it does not place field students in their employing agency. However, the program developed a policy to address such cases should they arise as an exception to their current practice. An updated description of that policy, extracted from the Field Manual, was provided to the site visitor. Per discussion with the field director the site visitor learned that if a student were granted a field placement at their employing agency, the requirement would be that the student's field placement role/responsibilities and field education supervision would be distinct from the student's employment. The program will provide supplemental information in its response to this report.

PROGRAM RESPONSE

Upon completion of the site visit the site visitor submit their report to CSWE. The program's accreditation specialist forwards the report to the program. The program has two (2) weeks to respond to the site visit report and submits that report back to CSWE, via email. In addition to responding to the issues raised in the report the program includes any materials which it may have prepared for the site visitor at the time of the site visit.

The program response represents an opportunity for the program to correct anything in the site visit report it considers to be incomplete or inaccurate as well as to argue any conclusions in the report with which it disagrees. The program should not refer back the self-study nor any previously submitted materials. Rather, the program provides a complete and updated response to all elements of the *LOI* and site visit report.

SITE VISITOR PANEL | PROMPTS

NOTES

Site Visitor Panel | Notes

During the Visit: What to Expect
Tips for a Successful Site Visit
Example General Questions
Scenarios & Prompts
Question & Answers

NOTES

THANK YOU FOR YOUR WILLINGNESS TO SERVE AS A SITE VISITOR FOR CSWE!