PRE-CANDIDACY MONTHLY WORKSHOPS WITH ASSOCIATE DIRECTOR OF ACCREDITATION OPERATIONS & TECHNOLOGY

TOPIC 7: NOVEMBER 2021

IMPLICIT CURRICULUM

Department of Social Work Accreditation (DOSWA)

Meet the accreditation team!

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Department Office Manager & Assistant to ED

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Associate Director of Accreditation Operations & Technology

Katie Benson
Accreditation Specialist

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Accreditation Specialist

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Accreditation Specialist

Marilyn Gentner
Accreditation Specialist

Hiring!
Accreditation Specialist

Hiring!
Volunteer Coordinator

Accreditation Volunteers
(Commissioners & Site Visitors)

MAJOR CANDIDACY DUE DATES

(see Timetables for all due dates: https://www.cswe.org/Accreditation/Accreditation-Process)

Candidacy Eligibility Application	Draft Benchmark I (BMI) to CSWE	Approval of Draft Benchmark I (BMI) by CSWE and Assignment to Agenda	Commissioner Site Visit Dates (3 are scheduled)	COA Review
Submitted to Senior Team Leader on rolling basis throughout the year.	Submitted to Senior Team Leader At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Senior Team Leader, granting *Pre-Candidacy* status. Senior Team Leader assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by June 1, 2022, are placed on February 2023 Candidacy agenda. Subsequently approved programs placed on June 2023 agenda.	• Visit 1: Sept 1-Nov 15, 2022 • Visit 2: Sept 1-Nov 15, 2023 • Visit 3: Sept 1-Nov 15, 2024 E-mail full BMI to commissioner and accreditation specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled.	• Candidacy Status Review–Feb 2023 • Year 2 Candidacy Review–Feb 2024 • Initial Accreditation–Feb 2025 Covers students admitted to social work program in fall 2022 or later, regardless of graduation date.
Submitted to Senior Team Leader on rolling basis throughout the year.	Submitted to Senior Team Leader At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Senior Team Leader, granting *Pre-Candidacy* status. Senior Team Leader assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by September 1, 2022, are placed on June 2023 Candidacy agenda. Subsequently approved programs placed on October 2023 agenda.	• Visit 1: Dec 1, 2021-Feb 28, 2023 • Visit 2: Dec 1, 2022-Feb 28, 2024 • Visit 3: Dec 1, 2023-Feb 28, 2025 E-mail full BMI to commissioner and accreditation specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled.	• Candidacy Status Review–June 2023 • Year 2 Candidacy Review–June 2024 • Initial Accreditation–June 2025 Covers students admitted to social work program in fall 2022 or later, regardless of graduation date.
Submitted to Senior Team Leader on rolling basis throughout the year.	Submitted to Senior Team Leader At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Senior Team Leader, granting *Pre-Candidacy* status. Senior Team Leader assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by December 1, 2021, are placed on October 2022 Candidacy agenda. Subsequently approved programs placed on February 2023 agenda.	• Visit 1: March 1-May 31, 2022 • Visit 2: March 1-May 31, 2023 • Visit 3: March 1-May 31, 2024 E-mail full BMI to commissioner and accreditation specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled.	• Candidacy Status Review–Oct 2022 • Year 2 Candidacy Review–Oct 2023 • Initial Accreditation–Oct 2024 Covers students admitted to social work program in fall 2022 or later, regardless of graduation date.

Admissions Criteria (Baccalaureate & Master's

Accreditation Standard B3.1.1: *The program identifies the criteria it uses for admission to the social work program.*

Accreditation Standard M3.1.1: *The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.*

▶ Describe the minimum criteria reviewed for admission.

▶ Programs can create criteria for full admission, as well as criteria for conditional admission

- ▶ E.g.: Minimum GPA of 3.0 for full admission; minimum GPA of 2.5 for conditional admission, with the requirement of a GPA of 3.0 maintained in the first semester to remove the contingency.

▶ These should be the criteria for admission into the program, **not** admission into the university

- ▶ If admission into the university and program occur simultaneously, that's permitted, but there should be criteria for admission into the program that the program controls

Admissions Criteria (Master's)

Accreditation Standard M3.1.1: The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

▶ Be sure to specify that baccalaureate degree must have been earned from a college or university accredited by a recognized regional accrediting association.

▶ Identify whether criteria differ between BSW graduates vs. graduates with baccalaureate degrees in other fields

▶ Criteria could include minimum GPA, course grades, passing a placement or equivalency exam, or some other criteria

Admissions Policies & Procedures

Accreditation Standard 3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

▶ Describe clear written policies as well as the procedures followed to implement those policies

▶ Policy should also be provided verbatim in student handbook

▶ Describe who conducts the evaluation, timelines for evaluation, and how judgments are made in determining decision status

▶ Describe specifically how notification is made for each decision type

　▶ E.g.: Letter, email, call, portal, etc.

▶ Describe possible contingent conditions and how those contingent conditions might be removed once admitted

　▶ E.g.: An applicant can be admitted without having completed a prerequisite with a contingent condition that the prerequisite be completed in the first semester of enrollment

Advanced Standing

Accreditation Standard M3.1.3: The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

- Clearly identify that only graduates of CSWE-accredited baccalaureate programs are eligible for advanced standing
  - This also includes graduates of Canadian social work programs accredited by CASWE and international degrees recognized by CSWE's ISWDRES office
- Programs can grant contingent advanced standing admission to graduates of BSW programs in Candidacy, but admission cannot be revised to full admission until the baccalaureate program receives Initial Accreditation
  - Students should only be admitted if baccalaureate program is scheduled to be reviewed for Initial Accreditation before student would graduate from master's program (Otherwise, they will need to wait to have degree conferred

Advanced Standing (continued)

▶ When considering admissions criteria for advanced standing, programs are permitted to do any of the following (This list is not exhaustive):

▶ Grant advanced standing to only BSW students who graduated within a specified period

▶ Grant advanced standing to any BSW graduates regardless of how recently they graduated

▶ Grant full advanced standing to graduates within the past [number] years and contingent admission to BSW graduates who graduated more than [number] years ago (contingent upon completion of a bridge course, maintained GPA, or something else)

▶ Grant advanced standing to graduates within the past [number] years and BSW graduates who graduated more than [number] years ago that also have documented professional social work experience

Admissions Policies & Procedures

Accreditation Standard 3.1.4: The program describes its policies and procedures concerning the transfer of credits.

Accreditation Standard 3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

- Provide clear policies for reviewing transcripts and determining course equivalency

- Be sure to provide both clear policies and procedures (section headers recommended)

- Provide page numbers in volume 3 where the policy can be found verbatim in student handbook

Differentiating Between Policies, Criteria, and Procedures

▶ Policy: A rule or regulation. The specific written policy that is published and available to stakeholders and ensures continuity even with turnover.

▶ Procedures: Series of steps or actions. The specific steps undertaken by the program to implement the policy.

▶ Criteria: Principles or standards for decision making or the minimum benchmarks for evaluation.

Admissions Policies & Procedures Guidelines

▶ Describe **both** clear policies **and** procedures followed to implement the policies

  ▶ Helpful to differentiate between policies and procedures using headings

▶ Describe specifically how students are informed of decisions, policies, procedures, etc.

  ▶ E.g.: Email, mail, handbooks/manuals, webpages, syllabi, etc.

  ▶ If students are informed of a policy or procedure through the student handbook or field manual, provide a page number where that content can be located in volume 3

▶ Be sure to identify whether policies and procedures apply to all program options or how the program options differ, if applicable

Program Budget

Accreditation Standard 3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

- Describe clear procedures provided for developing the program budget
- Ensure program has control over administration and management of budget
- BSW and MSW programs should each have a separate budget with all fields complete
    - If there are shared expenses, use your discretion to determine what percent of those budget items are shared by each program
        - E.g.: Shared administrative assistant, technological resources, etc.
- If there are any reductions, be sure to explain the reason for those reductions
- Use the budget form as written without making amendments
- Include a statement that the budget is <u>sufficient and stable to achieve the program's mission and goals</u> and <u>why</u>
- Hard money is reliable, stable, scheduled, and/or continuous stream of funds that is not contingent on grants, direct tuition payments, or some other source

Resource Standards

Accreditation Standard 3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

► Describe available support staff and other personnel and include a statement that these resources are sufficient <u>to support all of its educational activities, mission and goals</u> and why

► Describe all technological resources available to faculty, staff, and students and include a statement that these resources are sufficient <u>to support all of its educational activities, mission and goals</u> and why

► If you have more than one program option, be sure to discuss the resources available for each program option separately

Diversity Standards
Draft at this Stage

Accreditation Standard 3.0.1: *The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.*

Accreditation Standard 3.0.2: *The program explains how these efforts provide a supportive and inclusive learning environment.*

Accreditation Standard 3.0.3: *The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.*

▶ *Consistent with **Educational Policy 3.0** -The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The **dimensions of diversity are understood as the intersectionality of multiple factors** including but not limited to 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. **The learning environment consists of** the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.*

Diversity Standards
Draft at this Stage

▶ Describe specific efforts in *AS 3.0.1* and link those efforts to the description of the learning environment in *AS 3.0.2*.

▶ Be sure to discuss multiple components of the learning environment and multiple types of diversity per EP 3.0.

   ▶ Definition of the full learning environment is described in the *Educational Policy*.

▶ Description of the learning environment should go far beyond numerical diversity.

▶ Be sure to describe the learning environment for each program option.

▶ In *AS 3.0.3*, be sure to describe specific future plans in which your program is not already engaging.

Advisement, Retention, & Termination
Draft at this Stage

Accreditation Standard 3.1.6: *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

▶ Separately address both academic and professional advising

▶ Identify how advisors are assigned, who is conducting the advising, format and frequency of advising

▶ Include a statement that professional advising is <u>only</u> conducted by faculty and/or staff

▶ Professional advising should be more than just advising in field education (although field advising can be part of professional advising)

▶ If you have more than one program option, clearly describe how advising differs between each program option

▶ Be sure to include both specific written policies, in addition to a description of the procedures followed in implementing the policies.

Advisement, Retention, & Termination
Draft at this Stage

Accreditation Standard 3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

► Clearly discuss both academic *and* professional performance policies and procedures.

► Be sure professional performance extends beyond field education

► Clearly describe how students are informed of these policies and procedures (student handbook, website, etc.) and make sure they are consistent

► Be sure to describe all components, with headers for each section

► Provide both specific written policies and procedures followed to implement them

► If you have multiple program options, either specify that these policies and procedures apply to all program options or differentiate between program options

Advisement, Retention, & Termination
Draft at this Stage

Accreditation Standard 3.1.8: *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.*

- Clearly discuss both academic *and* professional performance policies and procedures.

- Clearly describe how students are informed of these policies and procedures (student handbook, website, etc.)

- Describe both steps leading up to termination and steps followed in the process of terminating students

- Describe all steps in the process, including options for remediation or appeal

- If you have multiple program options, either specify that these policies and procedures apply to all program options or differentiate between program options

Advisement, Retention, & Termination
Draft at this Stage

Accreditation Standard 3.1.9: *The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.*

▶ There should be clear mechanisms for both participating in formulating and modifying policies, as well as a description of specifically how student input is used to inform and modify policies.

▶ It is not sufficient to allow students to provide feedback if there isn't a clear mechanism for using that feedback to inform curricular development.

▶ Clearly describe specifically how students have a role in formulating and modifying policies

  ▶ E.g.: If this is through a social work student government, what is the student government's role in the development and implementation of policies?

Advisement, Retention, & Termination
Draft at this Stage

Accreditation Standard 3.1.9: *The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.*

Accreditation Standard 3.1.10: *The program describes how it provides opportunities and encourages students to organize in their interests.*

▶ Be sure to describe policies, procedures, and opportunities at the program level, not just the institutional level.

▶ Describe each program option separately, ensuring there are clear opportunities for students in each program option.

▶ Opportunities can differ for each program option, as long as each program option provides sufficient opportunities.

▶ Some examples for AS 3.1.9 are using a social work student government, having elected student representatives serve on faculty committees, hosting policy meetings between the faculty and student body, etc.

▶ Common example for AS 3.1.10 is providing resources (space, funds, faculty advisor, etc.) for a social work club, social work honor society, or other social work organizations run directly by students

Resource Standards
Draft at this Stage

Accreditation Standard 3.4.2: *The program describes how it uses resources to address challenges and continuously improve the program.*

▶ Provide a few examples of challenges the program recently experienced and how resources were used to address it.

▶ You can think through ways to address this standard as you progress through Candidacy.

Accreditation Standard 3.4.4: *The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.*

▶ Download the librarian's report directly from our website and provide it to a librarian who supports social work students to complete.

▶ If you have multiple program options, clearly address resources available for students in each program option how students in each of the program option accesses those resources.

Resource Standards
Draft at this Stage

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.*

- Clearly describe office space, state that it is **sufficient to achieve the program's mission and goals**, and explain why

- Clearly describe classroom space, state that it is **sufficient to achieve the program's mission and goals**, and explain why

- Clearly describe computer-mediated access, state that it is **sufficient to achieve the program's mission and goals**, and explain why

Accreditation Standard 3.4.6: *The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.*

- Describe the assistive technology resources available for your students

- Then, describe how students are made aware of these resources and what they need to do to access them

Volume 3:
Student Handbook & Field Manual

- Volume Three consists of *Student Handbook and Field Manual*
  - These can be the same document or two separate documents
- All policies described in the Volume I narrative should be clearly described in the *Student Handbook* and/or *Field Manual.*
  - Any time a policy in the student handbook is referenced, be sure to provide a page number where the policy can be located in Volume 3.
- Be sure you have clear written policies incorporated into Volume 3, not just descriptions of what takes place.
  - Clear policies ensure consistency even when there is turnover
- Policies listed in Volume 3 should be identical to policies listed in the Volume 1 narrative, so be very careful about copy-editing, particularly as you update and revise policies. Inconsistency in policies between Volumes 1 and 3 could lead to potential deferments.

Faculty and Administrative Structure Standards

▶ See **Topic Three PowerPoint: Faculty and Administration Standards** for guidance related to faculty and administrative structure standards (AS 3.3 and AS 3.4)

▶ Topic Three PowerPoint is presented periodically

   ▶ See upcoming topics to find when it will be next presented

Additional Resources

Associate Director of Accreditation Operations & Technology

- Reviews and determines outcome for *Candidacy Eligibility Applications*

- Provides consultation to programs that are considering applying for *Pre-Candidacy*

- Reviews and approves *Draft Benchmark 1* documents

- Provides guidance in navigating the *Pre-Candidacy* process

- Once *Draft Benchmark 1* document is approved by Associate Director of Accreditation Operations and Technology (which may take several rounds of feedback), ADAOT will assign program to Accreditation Specialist based on workload

  - Baccalaureate and Master's programs at same institution will be assigned to same specialist

CSWE **ACCREDITATION**

Associate Directors & Specialists

- Collaborate in individualized and group settings with programs in their efforts to reach their accreditation goals
- Provide customized consultation on the accreditation process and EPAS via phone, email, video, and/or in-person at CSWE's Annual Program Meeting (APM) and the Baccalaureate Program Directors (BPD) conference
  - o Consultations services are available year-round!
- Develop and maintain accreditation templates, forms, and resources
- Assist in understanding accreditation policies, procedures, and interpretations

CSWE ACCREDITATION
COUNCIL ON SOCIAL WORK EDUCATION

Accreditation Specialist

- Provide accurate accreditation-related information and resources to programs and the public

- Provide guidance in navigating the reaffirmation or candidacy process

- Conduct trainings and offer educational opportunities

- Communicate with the program's designated primary contact (policy 1.2.7 in the EPAS Handbook)

- Provide customized consultation on the accreditation process and EPAS via phone, email, video, or in-person at CSWE's Annual Program Meeting (APM) and the Baccalaureate Program Directors (BPD) annual conference
  - o YouCanBookMe scheduling app linked in each specialist's email signature

- Does **not** determine compliance/noncompliance

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Program Options

▶ Defined on page 21 of the EPAS Glossary as:

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

▶ Includes: main campus, branch campus, satellite site, online program, etc.; each program option type is defined in policy 1.2.4 of the EPAS Handbook

▶ Program options are **<u>not</u>** plans of study such as advanced standing, 16-month, 24-months, part-time, etc.

▶ A substantive change report is required when adding a new program option per policy 1.2.4 in the <u>EPAS Handbook</u>

▶ **Self-study:** Each program option should be explicitly addressed in response to each standard.

Making Changes While in Candidacy

▶ Permitted to make changes and updates to policies, procedures, curriculum, and assessment plan at any point in the Candidacy process, as long as they remain compliant with the standards

▶ Expected to continuously update evolving standards, such as faculty, budget, etc.

▶ All standards are reviewed at the Initial Accreditation stage for compliance, so programs should be mindful of how changes impact standards that have already been approved

▶ Provide personnel updates to accreditation specialist using the database audit form

VOLUME ONE TEMPLATES

- **BM1 Volume 1 Template (Optional)**
- **BM2 Volume 1 Template (Optional)**
- **Initial Accreditation Volume I Template (Optional)**

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

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

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

CSWE Accreditation Web Resources

▶ **Candidacy Documents -** https://www.cswe.org/Accreditation/Accreditation-Process (select Candidacy)

  ○ Preparation → formatting requirements, Benchmark Grid, preparatory resources

  ○ Benchmark 1/2/3 → all required forms submitted at each stage

  ○ Timetables → timetables for the Candidacy process

  ○ Resources → sample format for curriculum matrices and assessment plan

▶ **Accreditation PowerPoints**

  ○ **Topics:** 2015 EPAS Overview, Assessment, Candidacy, Frequently Cited Standards, Writing an Accreditation Document

▶ **2015 EPAS & Glossary**

▶ **2015 EPAS Interpretation Guide**

▶ **2015 EPAS Handbook**

▶ **Formatting & Submission Requirements**

▶ **Directory of Accredited Programs**

▶ **COA Decisions**

▶ **Accreditation COVID-19 Response**

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

Statement for Programs in Pre-Candidacy to Post on their Web Sites

- [Program] is currently in *Pre-Candidacy* for Accreditation by the Council on Social Work Education's Commission on Accreditation.

- Pre-Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has submitted an application to be reviewed for Candidacy and had its *Benchmark I* approved in draft form to move forward with *Candidacy* review within one year. A program that has attained Pre-Candidacy has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards.

- Students who enter programs in *Pre-Candidacy* that attain *Candidacy* in the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. The *Candidacy* process is typically a three-year process and there is no guarantee that a program in *Pre-Candidacy* will eventually attain *Candidacy* or *Initial Accreditation*.

- *Candidacy* by the Council on Social Work Education's Commission on Accreditation applies to all locations and delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

- For more information about social work accreditation, you may contact Accreditation.

Statement for Programs in Candidacy to Post on their Web Sites

- [Program] has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.

- Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

- Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

- For more information about social work accreditation, you may contact Accreditation.

Ongoing Pre-Candidacy Consultation

✓ Sign up for a monthly Interactive *Pre-Candidacy* Workshop with the Associate Director of Accreditation Operations & Technology (ADOT) on the third Thursday of every month, 1-3pm ET/10am-noon PT. All program faculty or administrators at programs in *Pre-Candidacy* or earlier stages welcome

✓ Email Anna R. Holster, at aholster@cswe.org for assistance with any *Pre-Candidacy* questions

✓ Visit https://annaholster.youcanbook.me to schedule a Zoom consultation appointment

✓ Program designates one primary contact, but that person is encouraged to involve any other faculty or administrators in consultation appointments

✓ Please submit database audit form, so we can keep our records of prospective programs current, even if you haven't yet submitted application. Submit any time you have program updates.

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Upcoming Topics (subject to change)

▶ December Topic (#2): Explicit Curriculum (repeated from June)

▶ January Topic (#1): Candidacy Overview (repeated from August)

▶ February Topic (#5): Commissioner Visit planning with a panel of guests from the Commission on Accreditation (repeated from February)

▶ March Topic (#3): Faculty and Administration Standards (repeated from July)

▶ April Topic (#4): Assessment (repeated from September)

▶ May Topic (#6): Mission, Goals, and Field Education (repeated from October)

▶ June Topic (#7): Implicit Curriculum, Policies, Procedures, Handbook & Field Manual (repeated from November)

▶ Please feel free to suggest additional topics you would like to see covered in the chat or by emailing me at aholster@cswe.org.