

Initial Accreditation Review Brief

Council on Social Work Education Commission on Accreditation

2008 EPAS

The Initial Accreditation Review Brief Form is a tool used by the Commission on Accreditation (COA) commission visitor to report his or her evaluation of the program during Commission Visit III.

Section 1

The program completes identifying information in section 1.

Section 2

The *Compliance Statement* column in section 2 of the Initial Accreditation Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Compliance with the Following Accreditation Standards** in Benchmark III. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website <http://www.cswe.org/Accreditation/Candidacy.aspx>].

In the *Location* column of section 2, the program indicates the document name and page number where each compliance statement is addressed in the program's Benchmark III. The commission visitor types compliance or noncompliance in the *C/NC* column, next to each compliance statement, to report how well the program meets and addresses each item. The commission visitor indicates her or his reasoning in the *Comments* column for any compliance statement marked noncompliance. The commission reader uses a different font to distinguish his or her comments from those made by the commission visitor.

Section 3

The *Compliance Statement* column in section 3 of the Initial Accreditation Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Maintained Compliance**. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website <http://www.cswe.org/Accreditation/Candidacy.aspx>].

In the *Location* column of section 3, the program indicates the document name and page number where each compliance statement is addressed in the program's Benchmark III. The commission reader indicates areas that are either no longer

Compliant or are areas of Concern and provides directions to the program in the *Comments* column.

Section 4

The commission visitor uses section 4 to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance with Benchmark III standards and areas of concern with any standards covered at earlier Benchmarks.

Section 5

The commission reader uses section 5 to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance with Benchmark III standards and areas of concern with any standards covered at earlier Benchmarks.

Section 1

In Section 1, the program fills in the identifying information below.

Program	
University:	Miami University of Ohio Wright State University
Address:	Department of Family Studies and Social Work 101 McGuffey Hall Miami University of Ohio Oxford, Ohio 45056 Department of Social Work 270 Millett Hall Wright State University Dayton, Ohio 45435
City, State:	
Submission Date:	1-10-2014

Program Chief Administrator	
Name:	Dr. Carl Brun

Title:	Professor, Chair, MASW Director
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Level of Program (check one)	
<input type="checkbox"/>	Baccalaureate Degree Program
<input checked="" type="checkbox"/>	Master's Degree Program

Section 2 - Compliance with the Following Accreditation Standards

The *Compliance Statement* column in section 2 of the Initial Accreditation Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Compliance with the Following Accreditation Standards** in Benchmark III. In the *Location* column, the program indicates the document name and page number where each compliance statement is addressed in the program's Benchmark III. In the *C/NC* column the commission visitor types compliance or noncompliance in the *C/NC* column, next to each compliance statement, to report how well the program meets and addresses each item. The commission visitor indicates her or his reasoning in the *Comments* column for any compliance statement marked noncompliance. The commission reader uses a different font to distinguish his or her comments from those made by the commission visitor.

2. Explicit Curriculum

Educational Policy 2.3—Signature Pedagogy: Field Education				
<p>Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.</p>				
Accreditation Standard 2.1—Field Education				
Accreditation Standard	Compliance Statement	Location	C/NC	Comments
B2.1.2: [The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.	<ul style="list-style-type: none"> Narrative discussed how generalist practice opportunities are provided for students to demonstrate core competencies. 	NA		
M2.1.2: [The program discusses how its field education program] provides advanced practice opportunities for students to demonstrate the program's competencies.	<ul style="list-style-type: none"> Narrative discussed how advanced practice opportunities are provided for students to demonstrate program's competencies. 	Vol. 1, 66-67	C	There is a list of agencies that the field coordinators report are selected and used for concentration year field placements. The limited narrative refers to the field evaluations for concentration year field instruction (II and III) where examples of advanced practice activities that provide opportunities for students to demonstrate the program's competencies are provided, competency by competency. The examples are found in the Field Manual, Appendix C, pp. 47-56.

Section 2 - Compliance with the Following Accreditation Standards

<p>2.1.3: [The program discusses how its field education program] provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.</p>	<ul style="list-style-type: none">• Narrative discussed how baccalaureate degree students complete a minimum of 400 hours of field education and master's students complete a minimum of 900 hours of field education.	<p>Vol 1, 67; Appendix C – Field Manual, p. 19</p>	<p>C</p>	
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Section 2 - Compliance with the Following Accreditation Standards

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
2.1.4: [The program discusses how its field education program] admits only those students who have met the program's specified criteria for field education.	<ul style="list-style-type: none"> Narrative discussed how the field program only admits students who meet its specified criteria. 	Vol 1, 67-68; Appendix C – Field Manual, p. 17	C	
2.1.5: [The program discusses how its field education program] specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.	<ul style="list-style-type: none"> Congruent with the program's competencies, the narrative discussed its written policies, criteria and procedures for: <ol style="list-style-type: none"> Selecting field settings; Placing and monitoring students; Maintaining field liaison contacts with field education settings; and Evaluating student learning and field setting effectiveness. 	Vol 1, 68-69; Appendix C – Field Manual	C	The narrative could be strengthened with a more detailed discussion of how field settings are selected.

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Section 2 - Compliance with the Following Accreditation Standards

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
<p>2.1.6: [The program discusses 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 competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<ul style="list-style-type: none"> Narrative discussed how the credentials and practice experience of its field instructors enables them to design appropriate student learning opportunities to demonstrate program competencies. 	Vol 1, 69; Appendix C – Field Manual, p. 18	C	The narrative specifies the credentials for field instructors, but does not discuss necessary practice experience. The field coordinators reported expectations of post-MSW experience. The narrative would be strengthened with discussion of what experience is required by the program to become a field instructor.
	<ul style="list-style-type: none"> Narrative discussed how program's field instructors, for baccalaureate students, hold a CSWE-accredited baccalaureate or master's social work degree. 	Vol 1, 69; Appendix C – Field Manual, p. 18	NA	
	<ul style="list-style-type: none"> Narrative discussed how the program's field instructors, for master's students, hold a CSWE-accredited master's social work degree. 	Vol 1, 69; Appendix C – Field Manual, p. 18	C	
	<ul style="list-style-type: none"> Narrative discussed how the program reinforces a social work perspective when field instructors do not hold a CSWE-accredited baccalaureate or master's social work degree. 	Vol 1, 69; Appendix C – Field Manual, p. 18	C	

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Section 2 - Compliance with the Following Accreditation Standards

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
2.1.7: [The program discusses how its field education program] provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.	<ul style="list-style-type: none"> Narrative discussed how the program orients, trains and dialogues with field settings and instructors. 	Vol 1, 69-70;	C	Students and field instructors described and discussed orientation, training, site visits, contacts and availability of field coordinators/field seminar instructors for continuing dialog and assistance.
2.1.8: [The program discusses 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.	<ul style="list-style-type: none"> Narrative discussed how its policies regarding field placements in an agency in which the student is also employed ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment. 	Vol 1, 70; Appendix C – Field Manual, p. 20	C	Written policy in place. Narrative and policy could be strengthened with discussion of credentials required for the field instructor in the place of employment.

Section 2 - Compliance with the Following Accreditation Standards

3. Implicit Curriculum

Educational Policy 3.1—Diversity				
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (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).				
Accreditation Standard 3.1—Diversity				
Accreditation Standard	Compliance Statement	Location	C/NC	Comments
3.1.1: The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.	<ul style="list-style-type: none"> Narrative described specific and continuous effort to provide respect and understanding of diversity (see list in EP3.1) and difference in the learning environment (see list in EP3.1). 	Vol 1, 70-72	C	Strength. Curriculum. Many dimensions of diversity in faculty, staff, students, community partners. Support for study abroad.
3.1.2: The program describes how its learning environment models affirmation and respect for diversity and difference.	<ul style="list-style-type: none"> Narrative described how learning environment models affirmation and respect for diversity and difference. 	Vol 1, 72-74	C	Strength. E.g., service learning projects, visit to Nat'l. Underground Railroad Freedom Center, Diversity Conference.
3.1.3: The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.	<ul style="list-style-type: none"> Narrative discussed specific plans to improve the learning environment to affirm and support persons with diverse identities. 	Vol 1, 74-75	C	Strength. Narrative described recruitment efforts to increase access for underrepresented groups; work with Center for Teaching and Learning to improve diversity knowledge and skills. The Advanced Generalist concentration with area of focus format allows flexibility for the addition of areas of focus relative to diversity/difference/vulnerable populations, e.g., women’s studies, military, disabilities...

Section 2 - Compliance with the Following Accreditation Standards

3. Implicit Curriculum

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers.

Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
3.3.1: The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.	<ul style="list-style-type: none"> Each full time and part time faculty was identified. 	Vol 1, 96-102	C	
	<ul style="list-style-type: none"> Narrative discussed the qualifications, expertise, service and experience (as related to the program's competencies) for each faculty. 	Vol 1, 96-102	C	Narrative mentions years of service, but could be made more clear with chart of years of service to the program for each faculty member.
	<ul style="list-style-type: none"> Narrative discussed that faculty who teach practice courses have a CSWE accredited MSW degree and at least two years social work practice experience. 	Vol 1, 96-102	C	
3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.	<ul style="list-style-type: none"> Narrative discussed how faculty size is commensurate with the number and type of curricular offerings in class and field, class size, number of students and faculty teaching, scholarly and service responsibilities. 	Vol 1, 102-103	C	
	<ul style="list-style-type: none"> Narrative provided evidence that full-time equivalent faculty to student faculty ratio is usually 1:25 at the BSW and 1:12 at MSW level. 	Vol 1, 102-103	C	Between both programs, faculty-to-student ratio currently is 1:8

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Section 2 - Compliance with the Following Accreditation Standards

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
M3.3.3: The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.	<ul style="list-style-type: none"> No fewer than 6 full-time principally assigned faculty with a CSWE accredited MSW to the program were identified. (No fewer than 3 at Commission Visit I, 5 at Commission Visit II, and 6 at Commission Visit III.) 	Vol 1, 103-106	C	Staffed equally by faculty from WSU and MU. 3 WSU: Brun, Coconis, Gentiles-Gibbs 3 MU: Houlihan, Newsome, Roberts
	<ul style="list-style-type: none"> Narrative presented evidence that the majority have a CSWE accredited MSW degree and a doctoral degree. 	Vol 1, 103-106	C	
3.3.5: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.	<ul style="list-style-type: none"> Narrative demonstrated that faculty engage in ongoing professional development as teachers, scholars, and practitioners in the achievement of institutional priorities and the program's mission and goals. 	Vol 1, 107-110	C	
3.3.6: The program describes how its faculty models the behavior and values of the profession in the program's educational environment.	<ul style="list-style-type: none"> Narrative described how faculty model the behavior and values of the profession. 	Vol 1, 110-112	C	

Section 2 - Compliance with the Following Accreditation Standards

Educational Policy 3.5—Resources				
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.				
Accreditation Standard	Compliance Statement	Location	C/NC	Comments
3.5.2: The program describes how it uses resources to continuously improve the program and address challenges in the program's context.	<ul style="list-style-type: none"> Narrative described how resources are used to continuously improve and address challenges. 	Vol 1, 137-140	C	
3.5.3: The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.	<ul style="list-style-type: none"> Narrative demonstrated sufficient support staff, other personnel, and technological resources. 	Vol 1, 140-142	C	

Section 2 - Compliance with the Following Accreditation Standards

Educational Policy 4.0—Assessment				
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.				
Accreditation Standard	Compliance Statement	Location	C/NC	Comments
4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.	<ul style="list-style-type: none"> Summary data for each practice behavior and outcomes for the assessment of each competency, identifying the percentage of students achieving each benchmark, were provided. 	Vol. 2, 19-29	NC	Program provided partial summary of data for foundation year assessment. Program reports that data are still being collected. This is the first cohort of students and they have not yet completed final semester of advanced curriculum.
	<ul style="list-style-type: none"> Narrative adequately described the summary data presented. 	Vol. 2, 19-29	NC	
4.0.3: The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.	<ul style="list-style-type: none"> Narrative adequately described the procedures employed to evaluate the outcomes and their implications for program renewal. Narrative described the specific changes made in the program based on specific assessment outcomes. 	Vol 2, 29-31	NC	Procedures to be used are adequately described, however, complete data are not yet available for analysis. The program reports some changes made based on partial data.
4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.	<ul style="list-style-type: none"> The program provided a copy of Form AS 4(B) for baccalaureate or Form AS 4(M) for master's and documented that the form is available on its website. 	Vol 2, 31-33	NC	Form AS 4 (B) not yet complete and not yet posted on website.
4.0.5: The program appends copies of all assessment instruments used to assess the program competencies.	<ul style="list-style-type: none"> Copies of all assessment instruments used to assess the program's competencies were appended. 	Vol 2, 33-55	NC	Not yet completely available.

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

1. Program Mission and Goals

The *Compliance Statement* column in section 3 of the Initial Accreditation Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Maintained Compliance with the Following Accreditation Standards**. In the *Location* column, the program indicates the document name and page number where each compliance statement is addressed in the program’s Initial Accreditation Self Study. In the *C/NC* column the commission visitor types compliance, concern, or noncompliance in the *C/C/NC* column, next to each compliance statement, to report how well the program meets and addresses each item. The commission visitor indicates her or his reasoning in the *Comments* column for any compliance statement marked noncompliance or concern. The commission reader uses a different font to distinguish his or her comments from those made by the commission visitor.

<p>Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.</p> <p>Educational Policy 1.0—Program Mission and Goals The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).</p> <p>Educational Policy 1.1—Values Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.</p> <p>Educational Policy 1.2—Program Context Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.</p>				
<p>Accreditation Standard 1.0 Program Mission and Goals The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
1.0.1: [The program] submits its mission statement and describes how it is consistent with the profession’s purpose and values and program context.	<ul style="list-style-type: none"> Program’s mission statement was submitted. 	Vol 1, 4-20		
	<ul style="list-style-type: none"> Narrative demonstrated how the program’s mission is consistent with the profession’s purpose & values and program’s context. 	Vol 1, 4-20		
1.0.2: [The program] identifies its goals and demonstrates how they are derived from the program’s mission.	<ul style="list-style-type: none"> Program goals were identified. 	Vol 1, 20-22		
	<ul style="list-style-type: none"> Narrative demonstrated how program goals are derived from its mission statement. 	Vol 1, 20-22		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

<p>Educational Policy B2.2—Generalist Practice Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.</p>				
<p>Accreditation Standard B2.0—Curriculum The 10 core competencies are used to design the professional curriculum.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.1: [The program] discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.	<ul style="list-style-type: none"> Narrative discussed how the program’s mission & goals are consistent with core competencies that define generalist practice. 	NA		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.1—Core Competencies				
<p>Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.</p> <p>EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly. EP 2.1.2—Apply social work ethical principles to guide professional practice. EP 2.1.3—Apply critical thinking to inform and communicate professional judgments. EP 2.1.4—Engage diversity and difference in practice. EP 2.1.5—Advance human rights and social and economic justice. EP 2.1.6—Engage in research-informed practice and practice-informed research. EP 2.1.7—Apply knowledge of human behavior and the social environment. EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. EP 2.1.9—Respond to contexts that shape practice. EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.2: [The program] identifies its competencies consistent with EP 2.1 through 2.1.10(d).	<ul style="list-style-type: none"> Program competencies were identified. 	NA		
	<ul style="list-style-type: none"> Narrative showed consistency of the program’s competencies with EP 2.1.1 through 2.1.10(d). 	NA		
B2.0.3: [The program] provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were provided. 	NA		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.0—The Social Work Curriculum and Professional Practice				
<p>The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.4: [The program] provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).	<ul style="list-style-type: none"> Narrative provided a rationale for curriculum design. 	NA		
	<ul style="list-style-type: none"> Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum. 	NA		

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.5: [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.	<ul style="list-style-type: none"> Narrative described and explained how the curriculum provides the necessary knowledge, values and skills to operationalize each competency. 	NA		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

<p>Educational Policy M2.2—Advanced Practice Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>				
<p>Accreditation Standard M2.0—Curriculum The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.1: [The program] identifies its concentration(s) (EP M2.2).	<ul style="list-style-type: none"> Each concentration was identified. 	Vol 1, 23-24		
M2.0.2: [The program] discusses how its mission and goals are consistent with advanced practice (EP M2.2).	<ul style="list-style-type: none"> Narrative discussed how the program’s mission and goals are consistent with advanced practice, which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration. 	Vol 1, 24-25		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

EP 2.1.2—Apply social work ethical principles to guide professional practice.

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.

EP 2.1.4—Engage diversity and difference in practice.

EP 2.1.5—Advance human rights and social and economic justice.

EP 2.1.6—Engage in research-informed practice and practice-informed research.

EP 2.1.7—Apply knowledge of human behavior and the social environment.

EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EP 2.1.9—Respond to contexts that shape practice.

EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.3: [The program] identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.	<ul style="list-style-type: none"> Program competencies were identified. 	Vol 1, 25-26		
	<ul style="list-style-type: none"> Narrative showed consistency of the program's competencies with EP 2.1.1-2.1.10d. 	Vol 1, 25-26		
M2.0.4: [The program] provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were provided. 	Vol 1, 26-31		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.0—The Social Work Curriculum and Professional Practice				
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.5: [The program] provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).	<ul style="list-style-type: none"> Narrative provided a rationale for curriculum design (foundation and advanced). 	Vol 1, 31-37		
	<ul style="list-style-type: none"> Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum. 	Vol 1, 31-37		
M2.0.6: [The program] describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.	<ul style="list-style-type: none"> Narrative described and explained how the curriculum provides the necessary relevant theories and conceptual frameworks, values, and skills to operationalize each competency. 	Vol 1, 37-64		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.3—Signature Pedagogy: Field Education				
<p>Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.</p>				
Accreditation Standard 2.1—Field Education				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
<p>2.1.1: [The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.</p>	<ul style="list-style-type: none"> Narrative demonstrated that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice. 	<p>Vol 1, 52-52; 60; 65-66; Appendix C – Field Manual, 4</p>		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

3. Implicit Curriculum

Educational Policy 3.2—Student Development				
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.				
Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation				
Admissions				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B3.2.1: The program identifies the criteria it uses for admission.	<ul style="list-style-type: none"> Narrative identified the criteria for admission. 	NA		
M3.2.1: The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.	<ul style="list-style-type: none"> Narrative identified criteria for admission. 	Vol 1, 75-78; Appendix A: Instructions for Application; Student HB, 4-6		
	<ul style="list-style-type: none"> Narrative for master's programs included the criterion of an earned baccalaureate degree from an educational institution regionally accredited. 	Vol 1, 75-78; Appendix A: Instructions for Application; Appendix B: Student HB, 4-6		
3.2.2: The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.	<ul style="list-style-type: none"> Narrative described the program's process and procedures for evaluating applications. 	Vol 1, 78-80; Appendix B: Student HB, 6-10		
	<ul style="list-style-type: none"> Narrative described the program's process and procedures for notifying applicants. 	Vol 1, 78-80; Appendix B: Student HB, 6-10		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Standard	Compliance Statement	Location	C/C/NC	Comments
<p>M3.2.3: BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.</p>	<ul style="list-style-type: none"> Narrative described the program's explicit and unambiguous policies and procedures for preventing the repeat of what has been mastered at BSW level. 	Vol 1, 80-81; Appendix B: Student HB, 8-9		
	<ul style="list-style-type: none"> Narrative described the program's policies and procedures for awarding advanced standing. 	Vol 1, 80-81; Appendix B: Student HB, 8-9		
	<ul style="list-style-type: none"> Narrative discussed how advanced standing is only awarded to graduates of programs accredited or recognized by the CSWE. 	Vol 1, 80-81; Appendix B: Student HB, 8-9		
<p>3.2.4: The program describes its policies and procedures concerning the transfer of credits.</p>	<ul style="list-style-type: none"> Narrative described policies and procedures for the transfer of credits. 	Vol 1, 81-82; Appendix B: Student HB, 9-10		
<p>3.2.5: 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.</p>	<ul style="list-style-type: none"> Written policy indicating that the program does not grant social work course credit for life or previous work experience was submitted. 	Vol 1, 80-83; App. A: Applic Inst.; App C Field Manual, p. 4;; App B: Stud HB, p. 9		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

	<ul style="list-style-type: none">Narrative documents how applicants informed of policy.	Vol 1, 80-83; App. A: Applic Inst.; App C Field Manual, p. 4.; App B: Stud HB, p. 9		
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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Advisement, retention, and termination				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.	<ul style="list-style-type: none"> Narrative described the academic and professional advising policies and procedures. 	Vol 1, 83-84		
	<ul style="list-style-type: none"> Narrative described how advising is handled by social work faculty, staff or both. 	Vol 1, 83-84		
3.2.7: The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.	<ul style="list-style-type: none"> Narrative spelled out how students are informed of criteria for evaluating their academic and professional performance. 	Vol 1, 83-84-86; App B – Stud HB, 10-20		
	<ul style="list-style-type: none"> Narrative spelled out policies and procedures for grievance. 	Vol 1, 83-84-86; App B – Stud HB, 10-14		
3.2.8: 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.	<ul style="list-style-type: none"> Policies and procedures for termination of a student's enrollment for academic or professional performance were submitted. 	Vol 1, 83-86-93; App B – Stud HB, 14-20		
Student participation				
3.2.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.	<ul style="list-style-type: none"> Narrative described program's policies and procedures that specify students' rights and responsibilities for formulating and modifying academic and student affairs. 	Vol 1, 93		
3.2.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.	<ul style="list-style-type: none"> Narrative demonstrated how students are encouraged and provided opportunities to organize in their own interest. 	Vol 1, 93-95		Of note—In recognition of the collaborative, students organized to propose a joint ceremony to celebrate their graduation that the program will implement.

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.3.4: 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.	<ul style="list-style-type: none"> Narrative described the program’s workload policy. 	Vol 1, 106-107		
	<ul style="list-style-type: none"> Narrative discussed how workload supports the achievement of institutional priorities and its mission and goals. 	Vol 1, 106-107		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 3.4—Administrative Structure				
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.				
Accreditation Standard 3.4—Administrative Structure				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.4.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.	<ul style="list-style-type: none"> Narrative described the administrative structure. 	Vol 1, 112-117		Note: Miami University Org. Chart should be updated to reflect Newsome as MASW Program Coord.
	<ul style="list-style-type: none"> Narrative showed how the program’s administrative structure provides autonomy. 	Vol 1, 112-117		
3.4.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.	<ul style="list-style-type: none"> Narrative described how the social work faculty is responsible for defining the program’s curriculum. 	Vol 1, 117-118		
3.4.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.	<ul style="list-style-type: none"> Narrative described how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure. 	Vol 1, 118-121		
3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.	<ul style="list-style-type: none"> Social work program director(s) were identified. 	Vol 1, 121-122		

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B3.4.4 (a): The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.	<ul style="list-style-type: none"> Narrative described the BSW director's leadership as a teacher, scholar, administrator and professional social worker. 	NA		
	<ul style="list-style-type: none"> Narrative documented that the director has a CSWE-accredited MSW or BSW with doctoral degree. 	NA		
B3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.	<ul style="list-style-type: none"> Narrative documented that the director has a full-time appointment to the social work program. 	NA		
B3.4.4 (c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.	<ul style="list-style-type: none"> Narrative described the institution's procedures for providing assigned time. 	NA		
	<ul style="list-style-type: none"> Narrative demonstrated a minimum of 25% assigned time at the baccalaureate level. 	NA		
	<ul style="list-style-type: none"> Narrative demonstrated that this assigned time is sufficient. 	NA		

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M3.4.4 (a): The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.	<ul style="list-style-type: none"> Narrative described the MSW director's leadership as a teacher, scholar, administrator and professional social worker. 	Vol 1, 122		
	<ul style="list-style-type: none"> Narrative documented that the director has an accredited MSW, preferably with a doctoral degree, preferably in social work. 	Vol 1, 122		
M3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.	<ul style="list-style-type: none"> Narrative documented that the director has a full-time social work program appointment. 	Vol 1, 122-123		
M3.4.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.	<ul style="list-style-type: none"> Narrative described the Institution's procedures for providing assigned time. 	Vol 1, 123		
	<ul style="list-style-type: none"> Narrative demonstrated a minimum of 50% assigned time at the master's level. 	Vol 1, 123		
	<ul style="list-style-type: none"> Narrative demonstrated that this assigned time is sufficient. 	Vol 1, 123		
3.4.5: The program identifies the field education director	<ul style="list-style-type: none"> Field education director was identified. 	Vol 1, 123-124		
3.4.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	<ul style="list-style-type: none"> Narrative described the field director's ability to provide leadership (practice, field instruction, administrative, academic and professional experience). 	Vol 1, 124-125		

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.4.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.	<ul style="list-style-type: none"> Narrative documented that the field education director has a CSWE accredited degree and 2 years post BSW or MSW practice experience. 	Vol 1, 125		
B3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.	<ul style="list-style-type: none"> Narrative described the institution's procedures for providing assigned time. 	NA		
	<ul style="list-style-type: none"> Narrative demonstrated that field director has 25% assigned time for administrative duties. 	NA		
	<ul style="list-style-type: none"> Narrative demonstrated that this time is sufficient. 	NA		
M3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.	<ul style="list-style-type: none"> Narrative described the institution's procedures for providing assigned time. 	Vol 1, 125		
	<ul style="list-style-type: none"> Narrative demonstrated that field director has 50% assigned time. 	Vol 1, 125		
	<ul style="list-style-type: none"> Narrative demonstrated that 50% time is sufficient. 	Vol 1, 125		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 3.5—Resources				
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.5.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.	<ul style="list-style-type: none"> Narrative described the procedures for development and administration of a sufficient and stable budget to achieve mission and goals. 	Vol 1, 126-137		
	<ul style="list-style-type: none"> Budget form was submitted. 	Vol 1, 126-137	Concern	Note: BSW program budget form displayed. MASW program budget form should be displayed.
3.5.4: The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.	<ul style="list-style-type: none"> Library form was submitted. 	Vol 1, 142; Appendix D – Library Report		
3.5.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.	<ul style="list-style-type: none"> Narrative described and demonstrated sufficient office and classroom space and/or computer-mediated access. 	Vol 1, 142-143		
3.5.6: The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).	<ul style="list-style-type: none"> Narrative described access to assistive technology. 	Vol 1, 143-144		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

4. Assessment

Educational Policy 4.0—Assessment				
<p>Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.</p>				
Accreditation Standard	Compliance Statement	Location	C/NC	Comments
<p>4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).</p>	<ul style="list-style-type: none"> Presented the plan (procedures, multiple measures, benchmarks) to assess the attainment of each of the program's competencies as operationalized through measurable practice behaviors. 	<p>Vol 2, 2-19</p>		

Section 4

This section is used by the commission visitor to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance.

1. Commission Visitor Name: Faith Johnson Bonecutter
2. Commission Visit Date: February 13, 2014 – February 15, 2014
3. List the groups and individuals from the program and university who met with the commission visitor.

CSWE MSW Candidacy Site Visit III
Faith Johnson Bonecutter
February 13-15, 2014

Thursday, Feb. 13

- 11:25 **AA FL 3283 Leave Chicago on Thursday at 9:20 and arrive at 11:25**
- 12:30 Planning lunch with C. Brun and S. Twill
- 2:00 Sarah Twill
Check-in at hotel and
Tour of Wright State campus, including libraries
- 3:00 Sarah & Carl
Administrator's meeting via distance video
Distance Video Learning
- Wright State University
WSU Room Location: 267 University Hall
David Hopkins, President
- S. Narayanan, Provost
- William Ayres, Associate Dean,
Graduate School
- Kristin D. Sobolik, Dean, College of
Liberal Arts
- Carl Brun, Chair, Social Work
- Miami University MU Oxford Room Location:
Room 2043 Farmer School of Business
David Hodge, President
- Carolyn Haynes, Vice Provost
- Jim Oris, Dean or Ann Frymier, Associate Dean,
Graduate School

Judith Rogers, Associate Dean or
Jeffrey Wanko, Associate Dean
School of Education, Health,
and Society

Gary Peterson, Chair, FSW

William S. Newsome, Graduate
Director, FSW

Lindsey Houlihan, Field Placement
Coordinator, FSW

4:00 Carl Brun
via Meeting with ~ 20-30 students (some in person, some
distance video learning)
050 Rike and 225 McGuffey

6:00 Dinner with Carl Brun, Michel Coconis & Sean Newsome
Christophers

Friday, Feb. 14

8:30 Carl drives you to Middletown Miami

9:30-11:30 Meeting with Faculty from both universities (~13)
Middletown campus, Room 117, Johnston Hall

11:30-1:00 Lunch Meeting with Field Supervisors (6 participants)
Middletown campus, Room 117, Johnston Hall

1:00 Carl drives you to **Oxford**

2:15 Report Writing Time
Farmer School of Business, Room 2043

3:30 Summary report to faculty and administration. **Miami
University, Farmers School of Business School, Room 2043**
(Wright State faculty and administration via Distance video
learning)

David Hopkins, President

S. Narayanan, Provost

William Ayres, Associate Dean,
Graduate School

Kristin D. Sobolik, Dean, College of
Liberal Arts

Carl Brun, Chair, Social Work

Miami University--
David Hodge, President

Carolyn Haynes, Vice Provost

Jim Oris, Dean or Ann Frymier, Associate Dean,
Graduate School

Judith Rogers, Associate Dean or
Jeffrey Wanko, Associate Dean
School of Education, Health,
and Society

Gary Peterson, Chair, FSW

William S. Newsome, Graduate
Director, FSW

Lindsey Houlihan, Field Placement
Coordinator, FSW

5:00

Carl returns you to hotel

Saturday, Feb. 15

**FL 3283 Leave Dayton on Saturday at
12:00 and arrive at 12:10**

Summary of Site Visit

The visit was very well planned and organized by the program and was completed in a day and a half with meetings that included the groups and individuals listed above. The site visit included meetings scheduled at both universities, and at the Middletown location where classes are also held. Additionally, the site visit incorporated distance video learning technology as it is used by students and faculty in the delivery of the program.

The visit began with an informal meeting with the MASW Program Director, C. Brun and Wright State faculty member, S. Twill who will be moving into the position of social work program chair in Fall 2014. We reviewed the purpose and procedures for the visit, scheduling and addressed preliminary questions or concerns. The visit included a brief tour of the Wright State campus focusing on the libraries and the Multicultural Centers. Both of these resources are utilized to a great extent and provide a high level of support to the faculty and students contributing to curriculum and program goals regarding research, life-long learning and commitment to diversity.

Overall, this is a program that appears to have taken seriously and to have carried out in every aspect its identity as a collaborative MASW program. The administrators of both campuses spoke highly of the program and expressed strong support for its continued development. They commented positively on the valuable role that the collaborative social work program plays in addressing the need for graduate level social work professionals in the Greater Miami Valley area. They shared rich examples of the support for and investment in the program by their community partners. They noted that they anticipate and are planning for further growth of the program and have faculty searches underway at both institutions.

The social work students in attendance at the student meeting reflected a wide range of diversity. They were extremely positive and enthusiastic about the program and the faculty. Beyond the advantage of having a graduate level program closer to home, many commented on what they viewed as added benefits of the collaborative social work program -- access to talented faculty on both campuses, greater diversity in the student body, opportunities for community engagement on both campuses and around the Greater Miami Valley, and concrete resources such as the libraries, Multicultural Centers. The students

were clear in their understanding of the program goals and curriculum. With regards to assessment, the students were very aware of where and how they were being assessed on the program's competencies and gave examples of assignments and activities tied to the curriculum. Students in the various stages of the program were articulate in describing their experience of the integration of class and field work and described feeling prepared for beginning field work. The students described integration of the classroom curriculum with the field experience as a strength of the program citing the culminating assignment as most reflective of this integration. The students provided numerous examples of the many ways the faculty modeled respect and affirmation of diversity and difference in their scholarship and service, and examples of how the learning environment affirms the same.

The MASW program faculty reflects a wide range of diversity and the requisite talent to deliver their well developed curriculum. They were open and eager to discuss their curriculum, their assessment plan, and lessons learned in delivering the curriculum and implementation of the assessment that is underway. A number of faculty are already considering ways to use their experience for research, scholarship and program enhancement.

The field education directors have strong and broad support from community agencies. Agency representatives and field instructors appeared knowledgeable about the curriculum and their roles in the field education of the students. They appeared to be strong supporters and community partners. The field instructors present spoke as well of the many ways the faculty modeled respect and affirmation of diversity and difference in their scholarship and service, and gave examples of their role in contributing to students' education in this area and to a learning environment that affirms the same. They were very aware of their role in assessment of students' competencies. Field instructors were described by the students as "excellent teachers and models." Given that the two field coordinators place and monitor all the students, and teach the field seminars at this time, as the program grows, additional resources may be needed to support these essential operations.

On this benchmark, the only area of out of compliance was with regard to assessment. Given that the program admitted its first cohort of students in Fall 2012, assessment of student outcomes has not been completed and only partial data have been collected. The program will be graduating the first cohort of students in the spring of 2014, at which time the assessment of the advanced year in the curriculum will be completed. The program did report a summary of the data collected for the foundation year assessment, some changes implemented based on a preliminary analysis of the data, and indicated that data are still being collected for both the foundation and advanced year. It seems feasible that the program would be able to fully comply with the assessment standards in question (AS 4.0.2, 4.0.3, 4.0.4, and 4.0.5) once their students have completed their advanced curriculum coursework.

In summary, with the exception of the standards on assessment, I found no areas out of compliance, rather a program with many strengths upon which to continue to build.

4. Recommended Decision (check one):

- Grant Initial Accreditation for 4 Years
- Grant Initial Accreditation for 4 Years with a Progress Report to be reviewed by the COA
- Grant Initial Accreditation for 4 Years with a Progress Report to be reviewed by the program's Accreditation Specialist/Associate
- Defer decision on Initial Accreditation for one meeting and request clarifying information
- Order an additional year of candidacy
- Deny Initial Accreditation

5. List and number areas of noncompliance, cite the Accreditation Standard and/or Educational Policy, and write a brief discussion including the issue and how you would instruct the program to fix it. Your brief statement becomes language for use in the COA decision letter.

Noncompliance:

AS 4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

AS 4.0.3: The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

AS 4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

AS 4.0.5: The program appends copies of all assessment instruments used to assess the program competencies.

The program provided a partial summary of data for its foundation year assessment. The program reported that data are still being collected. This is the first cohort of students and they have not yet completed the final semester of the advanced curriculum.

The procedures to be used are adequately described; however, complete data are not yet available for analysis. The program did report some changes made based on analysis of partial data.

Form AS 4 (B) is not yet complete and not yet posted on website.

The program is asked to fully respond to standards AS 4.0.2, 4.0.3, 4.0.4, and 4.0.5. As stated above, it seems feasible that the program would be able to fully comply with the assessment standards in question (AS 4.0.2, 4.0.3, 4.0.4, and 4.0.5) once their students have completed their advanced curriculum coursework.

Note: Budget form displayed on pp. 136-137 of Volume I is budget form for Baccalaureate program self study for October 2010 review. Budget form for MASW program should be submitted.

Section 5

This section is used by the commission reader to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance.

1. Program Name:
2. Commission Reader Name:
3. Recommended Decision (check one):
 - Grant Initial Accreditation for 4 Years
 - Grant Initial Accreditation for 4 Years with a Progress Report to be reviewed by the COA
 - Grant Initial Accreditation for 4 Years with a Progress Report to be reviewed by the program's Accreditation Specialist/Associate
 - Defer decision on Initial Accreditation for one meeting and request clarifying information
 - Order an additional year of candidacy
 - Deny Initial Accreditation
4. List and number areas of noncompliance, cite the Accreditation Standard and/or Educational Policy, and write a brief discussion including the issue and how you would instruct the program to fix it. Your brief statement becomes language for use in the COA decision letter.