Draft 2 PDP Standards | Public Feedback Session

Friday, November 8, 2024 | 1-2:30pm ET

EDUCATE   ADVOCATE   COLLABORATE

Zoom
Facilitators: Kat Gibson-Ledl, Shanéa Thomas, Randy Magen

Housekeeping

- **Purpose:** Discuss feedback on the draft 2 standards for practice doctorate programs

- Encourage curiosity, respect, and concrete feedback whenever possible to help refine this inaugural set of standards

- We encourage self-care during this session!
  - If you need to take a break, step away, stretch, or get a snack, know that resources are available at www.cswe.org/PDPfeedback

PDP Standards Revision
Committee Work

PDP Standards Revision Committee Members

Board of Accreditation (BOA)

- Randy Magen, Chair
- James Herbert Williams
- Larry Ortiz
- Antoinette Farmer
- Tom Gregoire
- Cesar Abarca
- Katherine Perone
- Emmerentie Oliphant

Commission on Education Policy (COEP)

- Shirley Gatenio Gabel
- Karen Rice
- Mike Daley

CSWE Staff

- Kat Gibson-Ledl
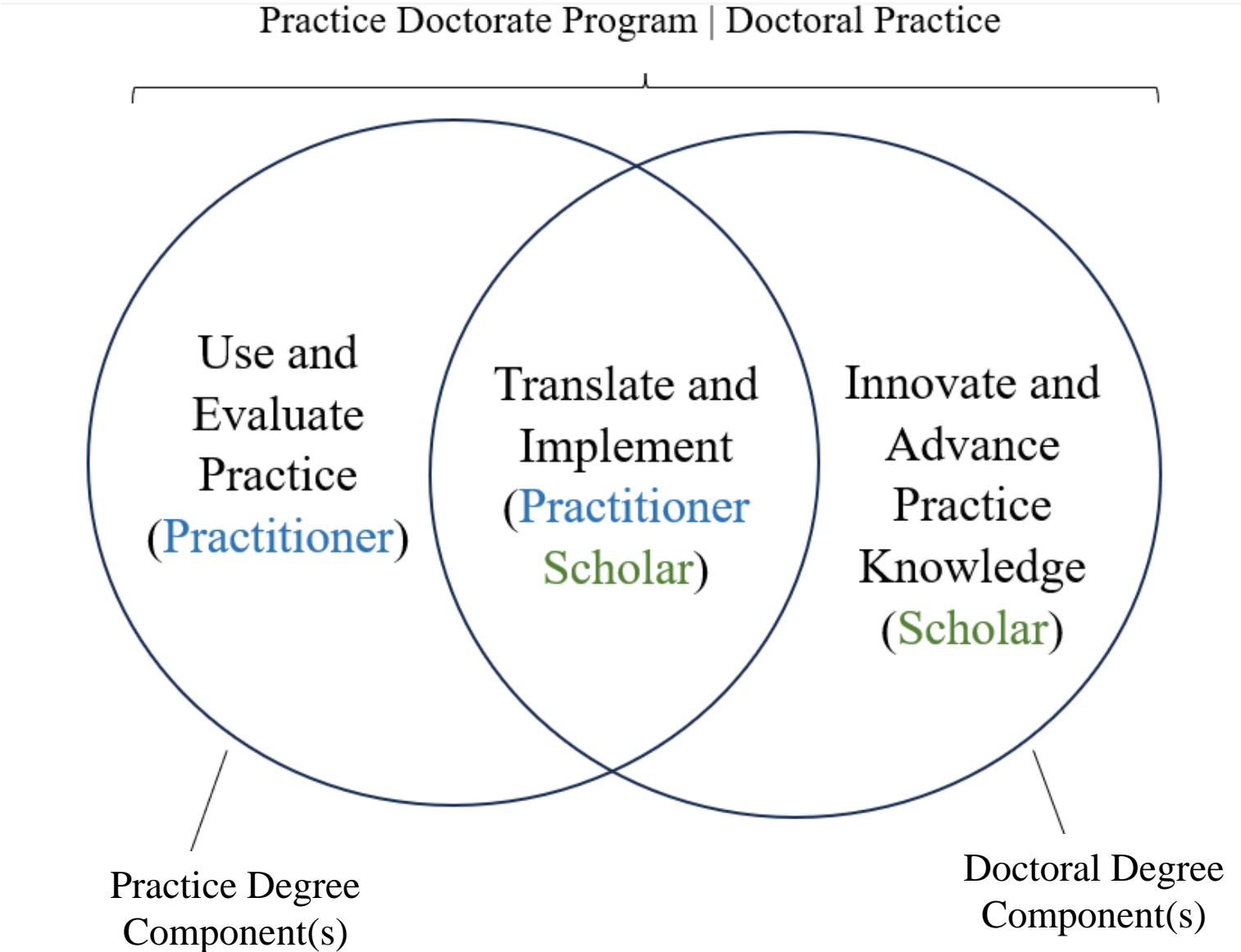- Megan Fujita
- Shanéa Thomas
- Marilyn Gentner

Social Work Education Continuum

Programs Accredited by the CSWE Board of Accreditation			Accredited by Institutional Accreditors*
Baccalaureate Degree | BSW Generalist Practice *Competency-based Education Model*	**Master's Degree | MSW** Specialized Practice *Competency-based Education Model*	**Practice Doctorate Degree | DSW** Doctoral Practice *Practitioner-Scholar Framework*	**Research Doctorate Degree | PhD**

• Generalist practice is grounded in the liberal arts and the person-in-environment framework.
• To promote human and social well-being, generalist practitioners **use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities**, based on scientific inquiry and best practices.
• The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.
• They engage in research informed practice and are proactive in responding to the impact of context on professional practice.
	• Demonstrate an ability to **engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention.**
	• Extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice.
	• Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values.
	• They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.
		• **Develop, translate, and advance social work practice knowledge**; use and evaluate research-informed practice critically to translate and innovate social work practice; engage in systematic inquiry; and apply and disseminate research-informed knowledge, values, ethics, and skills in social work through practice, professional leadership, and/or teaching.
		• Core expertise and skills:
		  1. advance practice through innovative approaches;
		  2. use and critically evaluate research and knowledge;
		  3. engage in scientific inquiry that reflects doctoral level scholarship;
		  4. develop and disseminate practice-relevant research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
		  5. provide leadership in social work practice and/or education; and
		  6. develop and maintain substantive expertise in one or more areas of social work practice.
			• "Aims to prepare students to be **scientists, scholars, and stewards of the discipline**."
			• "Prepare graduates to develop substantive knowledge in an area of specialization, be able to conduct independent research, and have transferable skills and competencies for productive employability."
			
			Source: *2023 GADE Quality Guidelines for PhD Programs in Social Work*

PDP Scope Visual

Practice Doctorate Program | Doctoral Practice

Use and Evaluate Practice (Practitioner)

Translate and Implement (Practitioner Scholar)

Innovate and Advance Practice Knowledge (Scholar)

Practice Degree Component(s)

Doctoral Degree Component(s)

Framing & Goal: 2025 – 2029 Accreditation Standards

- **Framing:** Interim set of accreditation standards
  - Will <u>not</u> include full educational policy
  - Environmental scan of practice doctorate educational landscape to occur during next environmental scan of all three levels of accredited social work education programs in preparation for the 2029 EPAS

- **Goal:** Synchronized publication of 2029 EPAS* spanning:
  - Baccalaureate
  - Master's
  - Practice Doctorate

Differentiated standards will be included with specific content for each level of education

Draft 2 Accreditation Standards

Council on Social Work Education (CSWE)
Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)

DRAFT 2 | ACCREDITATION STANDARDS
for <mark>Practice Doctorate</mark> *Social Work Program Accreditation*
version 10.2024

<mark>Post-Pilot Implementation | Anticipated Publication 2025</mark>

> Key:
> <mark>Yellow Highlighted Text</mark> = Major Changes from Pilot to Draft 1
>
> <mark>Blue Highlighted Text</mark> = Major Changes from Draft 1 to Draft 2

Pilot Data Collection

- *November 2022:* Benchmark 1 focus group with BOA visitors
- *February-March 2023:* Benchmark 1 survey to pilot programs
- *December 2023:* Benchmark 2 focus group with BOA visitors
- *March-April 2024:* Benchmark 2 survey to pilot program
  - *March 18-April 30, 2024:* All practice doctorate programs also invited to provide feedback on draft 1 standards

- **Forthcoming:**
  - Benchmark 3 focus group with BOA visitors *(anticipated Winter 2024)*
  - Benchmark 3 survey to pilot program *(anticipated Spring 2025)*

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Draft 1 Data Collection

- *March 18-April 30, 2024:* Survey (included option for collective letters)
- *April 9-12, 2024:* GADE Conference | Phoenix, AZ
- *April 15, 2024:* Virtual Public Feedback Session
- Special invitations sent by Executive Director to social work organizations and partners

- *August 13, 2024:* Practice doctorate expert panel convened

Draft 2 Major Changes

- Revived important language to establish high quality and rigorous practice doctorate framework:
  - Practitioner-scholar framework
  - Core expertise and skills
  - Ethical conduct
- Strengthened emphasis on scholarship and academic product(s) components
- Retained the following:
  - 2 years post-master's experience for admission as well as faculty and program director qualifications; common for independent practice
  - 50% customary admin time

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Next Steps

Interpretation Guide | Forthcoming Next Year!

- Each set of standards is accompanied by an Interpretation Guide
- Official companion document
- Purpose:
  - Further clarify the BOA's expectations for programs to meet each accreditation standard.
  - Provide guidance for developing clear and concise written compliance narratives in accreditation documents.

COMPLIANCE STATEMENTS	BOARD OF ACCREDITATION (BOA) INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
Compliance statements are criteria used by the BOA to evaluate the program's written narrative for compliance with the accreditation standard.	• Interpretations further clarify the BOA's required expectations for programs to meet each accreditation standard. • This column also provides guidance for developing clear and concise narratives to demonstrate compliance in accreditation documents.	• **Definitions** of uncommon words within each standard are linked to the glossary in this column. • Tips are optional guidance to further strengthen the program's compliance with the accreditation standard and enhance written compliance narratives in accreditation documents.

The Journey Ahead: Timeline Summary*

The timeline below is subject to change.

Fall 2023: Writing Committee produces draft 1

March-April 2024: Draft 1 open for comment

October-November 2024: Draft 2 open for comment

February 2025 BOA Meeting: Present final version for vote

February 2025: Apply for CHEA expansion of scope

March 2025: Launch standards
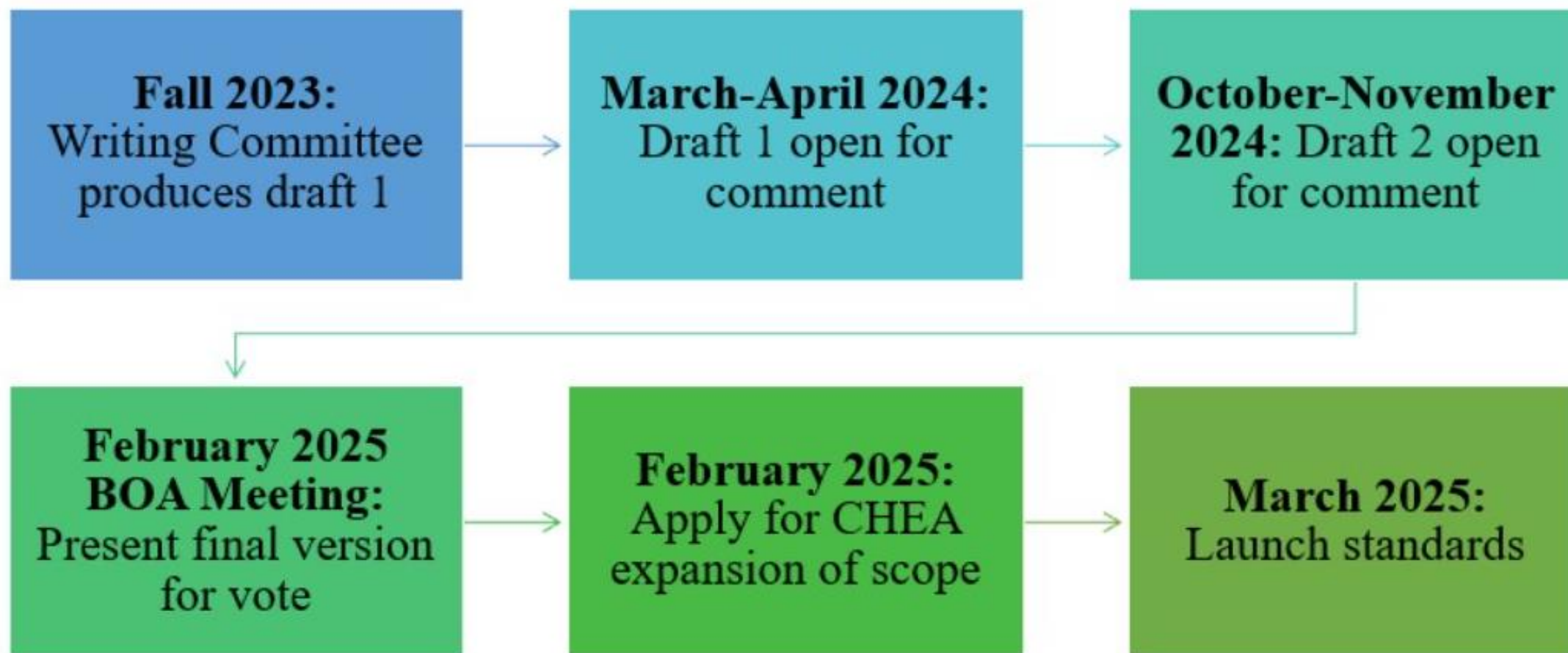
Draft 2 Data Collection Points

- *October 18-November 30, 2024:* Survey (includes option for collective letters)
- *October 25, 2025:* CSWE Annual Program Meeting | Kansas City, MO
- *November 8, 2025:* Virtual Public Feedback Session
- Special invitations sent by Executive Director to social work organizations and partners

Deadline extended: Feedback due by November 30, 2024!

Overall Feedback

Additional Comments or thoughts?

Please be encouraged to complete the survey to provide detailed feedback through **November 30, 2024**!
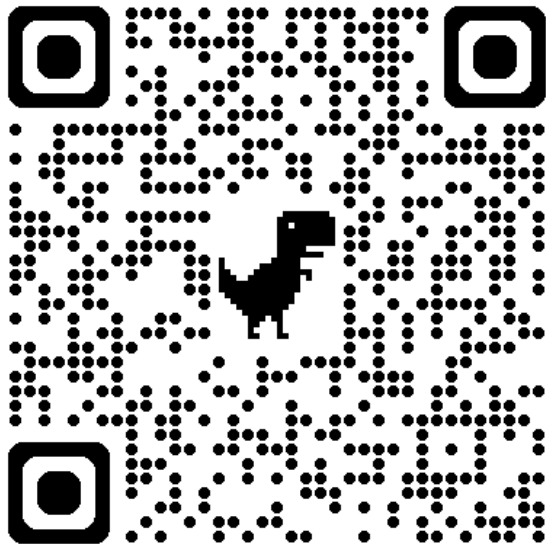
Visit www.cswe.org/PDPfeedback.

Thank you! ☺

Phase 1 Accreditation Toolkit

The first phase of an accreditation toolkit for practice doctorate programs is now available and includes:

- Candidacy Eligibility Application
- Reaffirmation & Initial Accreditation Eligibility Application
- Temporary Alternative Pathway Application
- Current Practice Doctorate Candidacy Fees and Related Expenses

Practice doctorate programs will be able to seek accreditation via two distinct pathways:
1. **Traditional Pathway:** for new and developing practice doctorate programs
2. **Temporary Alternative Pathway:** 1-year initial accreditation process for existing practice doctorate programs

Summaries of the two pathways are located here.

ADVOCATE

Draft 2
Accreditation Standards

Post-Pilot Implementation
Anticipated Publication 2025

COLLABORATE

Draft 2 Accreditation Standards
Introduction, Definition, & Scope: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Professional practice doctoral programs	• Practice doctorate programs	• No changes since draft 1	• Simplifies language; better reflects practice doctorate education framework
• Core expertise and skills	• Core skills	• *Language restored:* From "core skills" → to "core expertise and skill" **(reflected throughout draft 2 document)**	• Due to feedback from stakeholders; better reflects practice doctorate education framework • Both DSWs and PhDs use "core expertise and skills" language
• Bullet point core skills	• Numbered list core skills	• No changes since draft 1	• Easier to organize and identify each distinct core expertise and skill

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Draft 2 Accreditation Standards
Introduction, Definition, & Scope: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• *Four* features of an integrated curriculum design	• No changes since pilot	• *Corrected:* From "four" to "five" features of an integrated curriculum design	• Due to typo error in Draft 2
• Practitioner-scholars	• Doctoral practitioners	• *Language restored:* From "doctoral practitioners" to "practitioner-scholars" **(reflected throughout draft 2 document)**	• Due to typo error in Draft 2 and feedback from stakeholders; better reflects practice doctorate education framework
• Doctoral level practitioner-scholars advance social work through practice, professional leadership, *and* teaching	• Doctoral level practitioner-scholars advance social work through practice, professional leadership, *and* teaching	• *Clarified:* Doctoral level practitioner-scholars advance social work through practice, professional leadership, *and/or* teaching	• Emphasizes program autonomy to design area(s) of focus and student outcomes within one or more domains of social work

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Draft 2 Accreditation Standards
Core Expertise and Skills: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• *Core skill and expertise:* "Use and evaluate research-informed practice critically and at an advanced level;"	• *Core expertise and skill clarified:* "Advance practice through innovative approaches and/or use and critically evaluate research and knowledge;"	• Separated "advance practice through innovative approaches;" and "use and critically evaluate research and knowledge;" into two distinct items	• Reworded for clarity • Incorporates innovation into the core expertise and skills • Ensure each core expertise and skill is unique; not double-barreled
• *Core skill and expertise:* "Demonstrate leadership in social work practice and education;"	• *Core expertise and skill clarified:* "Provide leadership in social work practice and/or education;"	• No changes since draft 1	• Minor verbiage change to emphasize ongoing process of leadership development
• *Core skill and expertise:* "Engage in systematic inquiry that adheres to scholarly conventions;"	• No changes since pilot	• *Core expertise and skill clarified:* "Engage in scientific inquiry that reflects doctoral level scholarship;"	• Simplified language; emphasizes elevated expertise and skill in scientific inquiry

Draft 2 Accreditation Standards
AS 1 | Mission: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Not included in the pilot standards	• No changes since pilot	• Added D to differentiate between EPAS and practice doctorate accreditation standard **(reflected throughout draft 2 document)**	• Organizationally differentiates these standards from the EPAS
• Not addressed in pilot standards	• *Added:* Compliance statement to address all program options **(reflected throughout draft 1 document for every standard)**	• No changes since draft 1	• Accreditor requirement to ensure quality across all locations and delivery methods

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Draft 2 Accreditation Standards
AS 1 | Mission: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Profession's purpose omitted	• Profession's purpose added	• No changes since draft 1	• Profession's purpose omitted but referenced in the pilot standard
• Required mission statement to include the program area(s) of focus	• Mission statement <u>not</u> required to include the program area(s) of focus	• No changes since draft 1	• Not required for accreditation or compliance purposes
• Required to include the institutional mission • Required to explain how program and institutional missions are consistent	• *Removed:* Not required to include the institutional mission • *Removed:* Not required to explain how program and institutional missions are consistent	• No changes since draft 1	• Not required for accreditation or compliance purposes
• Required to identify program goals	• *Removed:* <u>Not</u> required to identify program goals	• No changes since draft 1	• Not required for accreditation or compliance purposes

Draft 2 Accreditation Standards
AS 2 | ADEI: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• No description of diversity within standards	• Added description of ADEI	• No changes since draft 1	• No description of diversity within standards; added intro description of ADEI
• One standard on diversity in the implicit curriculum	• Two standards on ADEI 　• ADEI in the *explicit* curriculum 　• ADEI in the *implicit* curriculum	• No changes since draft 1	• Pilot standard only addressed diversity in the implicit curriculum • Reflects CSWE-BOA's commitment to furthering the profession's ADEI legacy in social work education in the formal and informal curricula at every degree level

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Draft 2 Accreditation Standards
AS 3 | Explicit Curriculum: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Did <u>not</u> explicitly address educational framework	• Accreditation standard description clarifies a "skills-based education framework"	• *Changed:* From skills-based framework to practitioner-scholar framework	• Due to feedback from stakeholders; better reflects practice doctorate education framework
• Foundation for practice	• No changes since pilot	• *Changed:* From "foundation for practice" → to "contribute to the advancement of practice" and "opportunities for students to advance practice"	• Doctoral education builds upon, yet is distinct from foundational practice; this language shifts the focus to advancing practice vs. laying a foundation

Draft 2 Accreditation Standards
AS 3 | Explicit Curriculum: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change

• Not included in pilot standards	• Curriculum must ensure opportunities for students to **advance practice**
	  o Must include one or more applied, implementation, active, and/or experiential learning component(s)
	  o Can be woven into the educational process
	    ▪ Supervision/mentorship of product/project
	    ▪ Capstone or other academic product course(s)
	    ▪ Series of courses to design, develop, and implement a project
	    ▪ Leadership seminar(s)
	  o **Examples:** Applied academic product, leadership immersion experience, implemented project, provide consultation to an organization on area of expertise/focus, publish on dissertation, student teaching, preceptorships or residencies, etc.
			• A practice degree curriculum must ensure opportunities for students to advance social work practice

Draft 2 Accreditation Standards
AS 3 | Explicit Curriculum: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change

• Supervising of students' academic products mentioned in implicit curriculum, but not explicit curriculum	• No changes since pilot	• *Added two compliance statements:*
		  ○ "For each area of focus, the program describes how faculty provide mentorship and supervise student academic product(s)."
		  ○ "For each area of focus, the program explains how the academic product(s) reflect doctoral level rigor and quality."
			• Restored faculty supervision of academic products from pilot standards; better captures practice doctorate education operations
			
			• Added rigor and quality due to feedback from stakeholders; better reflects practice doctorate education framework

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Draft 2 Accreditation Standards
AS 3 | Explicit Curriculum: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Program must explain how its curriculum is consistent with the program's mission and goals	• Standard removed	• No changes since draft 1	• Not required for accreditation or compliance purposes
• Not addressed in pilot standards	• *Added:* Must explain how the required academic product(s) ensure students demonstrate the core skills	• No changes since draft 1	• Core expertise and skills serve as a connection between the academic product(s) produced by completing the curriculum and student outcomes demonstrated by the process of the student developing the academic product(s)

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Draft 2 Accreditation Standards
AS 3 | Explicit Curriculum: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Racial justice omitted	• Racial justice included • Doctoral leaders are prepared to address human rights and social, **racial**, economic, and environmental justice	• No changes since draft 1	• Reflects CSWE-BOA's commitment to furthering racial justice at every degree level
• Not included in pilot standards	• Explicit curriculum must be informed by the professional practice community	• No changes since draft 1	• A practice degree must be informed by the current social work practice community

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Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Student Development — Admissions

Pilot	Draft 1	Draft 2	Rationale for Change
• Not included in pilot standards	• Added a standard on ADEI practices in admissions	• No changes since draft 1	• Reflects CSWE-BOA's commitment to an ADEI framework within admissions processes
• Requires admitted students to have at least **three** years of post-master's social work degree practice experience in social work	• Changed to at least **two** years of post-master's social work degree practice experience in social work ○ Consistent with all existing qualification/credential standards requiring practice experience	• No changes since draft 1	• Aligns with faculty qualification standards • The accreditor sets the minimum; programs may go beyond

Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Student Development — Admissions

Pilot	Draft 1	Draft 2	Rationale for Change
• Included in eligibility standards on Candidacy and Initial Accreditation applications	• *Moved to standards:* Programs do not grant social work course credit for life experience or previous work experience	• No changes since draft 1	• Accreditor practice to ensure students are educated and prepared for post-degree practice
• Not included in pilot standards	• Added a standard on transfer credit policies and procedures	• No changes since draft 1	• Accreditor requirement to ensure students understand transfer credit options

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Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Advising, Mentorship, & Student Participation: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Not included in pilot standards	• Added a compliance statement on ADEI practices in advisement and mentorship		• Reflects CSWE-BOA's commitment to an ADEI framework within advising and mentoring relationships
• Not included in pilot standards	• Added a standard on evaluating student academic and professional performance and termination from the program	• *Changed:* From "professional performance" to "ethical conduct"	• Accreditor requirement to ensure students understand expectations for appropriate conduct, disciplinary action, and due process options • Due to feedback from stakeholders; clarify purpose of standard at the doctoral level • Not related to field education, but rather student conduct and behavior that can occur within classrooms and community settings (e.g., when student teaching, capstone course, community engagement, research ethics, IRB, institutional code of conduct, comportment)

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Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Advising, Mentorship, & Student Participation: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Two standards on student participation in governance: 　○ Students' rights and opportunities to participate in formulating and modifying policies affecting academic and professional doctoral student affairs 　○ Opportunities for and encourages professional doctoral students to organize in their interests	• One standard on student participation: 　○ Ensures equitable and inclusive opportunities for student input and participation in the: 　　▪ Implicit curriculum 　　▪ Explicit curriculum	• No changes since draft 1	• Reflects CSWE-BOA's commitment to an ADEI framework within student participation pathways • Ensures opportunities for students to provide input in the explicit curriculum as well

Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Faculty: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change

• Requires the majority of the faculty who teach in the program have a master's degree in social work from a CSWE-accredited program and at least **three** years of post-master's social work degree practice experience in social work
   o *Note:* All faculty must have a doctoral degree
	• Changed to at least **two** years of post-master's social work degree practice experience in social work
	   o Consistent with all existing qualification/credential standards requiring practice experience
	   o *Note:* All faculty must have a doctoral degree
			• Aligns with faculty qualification standards
			
			• The accreditor sets the minimum; programs may go beyond

• Listed essential program functions to explain sufficiency of faculty size	• Added the following essential program functions: o Enrollment; student engagement; retention; assessment of the core skills; course offerings and class sizes sufficient to meet program mission and area(s) of focus; and monitoring and evaluation of student progress		• More context to determine compliance with how faculty size is sufficient in lieu of a faculty-to-student ratio

Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Administrative & Governance Structure: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Not included in pilot standards	• Program must demonstrate necessary autonomy to achieve its mission • Provides organizational chart of administrative structure		• Accreditor requirement to clarify administrative and reporting structures as well as program autonomy to uphold accreditation requirements and govern effectively
• Faculty have responsibility for defining the program's *mission*, *goals*, and curriculum consistent with the *institution's policies*	• Faculty have responsibility for defining program curriculum consistent with the *Practice Doctorate Accreditation Standards*		• Goals removed from standards for accreditation or compliance purposes • Shifts programmatic accreditation focus from institutional policies beyond the purview of the program to upholding accreditation requirements via curricular design

Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Administrative & Governance Structure: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Not included in pilot standards	• Administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel	• No changes since draft 1	• Accreditor requirement to ensure program personnel participate in personnel processes • Reflects CSWE-BOA's commitment to an ADEI framework when participating in personnel processes

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Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Program Director: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Not addressed in pilot standards	• Clarified the program director must have a full-time appointment to social work		• Accreditor practice to ensure main administrator is full-time, with a majority of their appointment dedicated to degree level
• Requires the program director to have at least **three** years of post-master's social work degree practice experience in social work	• Changed to at least **two** years of post-master's social work degree practice experience in social work 　　o Consistent with all existing qualification/credential standards requiring practice experience		• Aligns with faculty qualification standards • The accreditor sets the minimum; programs may go beyond
• Program director's minimum assigned time for program administration is 50%	• Program director's minimum assigned time for program administration is *customarily* 50%		• Accreditor practice to allow programs to evidence need for more/less admin time

Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Program Director: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Program director has a doctoral degree, *preferably* in social work	• Program director must have a doctoral degree *in social work*	• *Clarified:* The program director has a doctoral degree *in social work*	• Due to typo error in draft 1; requirement was listed in the compliance statements, but not the standard

Draft 2 Accreditation Standards
AS 4 | Implicit Curriculum
Resources: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Not included in pilot standards	• Requires sufficient support staff	• No changes since draft 1	• Accreditor practice to ensure sufficient support staff
• Not included in pilot standards	• Requires sufficient access to library resources	• No changes since draft 1	• Accreditor practice to ensure sufficient library resources
• Not addressed in pilot standards	• Requires sufficient technology support	• No changes since draft 1	• Accreditor practice to ensure sufficient tech support
• Not included in pilot standards	• Requires sufficient supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students	• No changes since draft 1	• Accreditor practice to ensure sufficient supportive tech, student services, and access to services for students with varying abilities

Draft 2 Accreditation Standards
AS 5 | Assessment
Core Expertise and Skills Assessment: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• **One** instrument required to assess student achievement of core skills	• **Two** instruments required to assess student achievement of core skills ○ At least one of the assessment instruments is based on student demonstration of core skills by completing the required academic product(s)	• At least one of the assessment instruments is based on student demonstration of core expertise and skills *through the process of the student developing* the required academic product(s)	• Due to feedback from stakeholders; better reflects practice doctorate education framework • Core expertise and skills serve as a connection between the academic product(s) produced by completing the curriculum and student outcomes demonstrated by developing the academic product(s)

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Draft 2 Accreditation Standards
AS 5 | Assessment
Core Expertise and Skills Assessment: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Not included in pilot standards	• Provide method of analyzing outcomes for core skills • Submit most recent year of outcomes • Provide calculations		• Accreditor requirement to evaluate clear assessment procedures
• Not included in pilot standards	• Process to formally review its assessment plan and outcomes related to student achievement of core skills		• Accreditor requirement to ensure continuous quality improvement and data-informed decision-making

Draft 2 Accreditation Standards
AS 5 | Assessment
ADEI Implicit Curriculum Assessment: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change
• Assess one or more areas of the implicit curriculum of their choosing	• Assess one or more ADEI implicit curriculum efforts	• No changes since draft 1	• Reflects CSWE-BOA's commitment to furthering the profession's ADEI legacy in social work education in the informal curriculum at every degree level
• Discuss strengths and specific changes based on implicit curriculum assessment outcomes	• Have a process to formally review ADEI assessment plan and outcomes • Discuss specific changes based on ADEI implicit curriculum assessment outcomes	• No changes since draft 1	• Accreditor requirement to evaluate clear assessment procedures • Accreditor requirement to ensure continuous quality improvement and data-informed decision-making

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Draft 2 Accreditation Standards
AS 5 | Assessment
Program Outcomes: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change

• Assesses retention rates and time to program completion	• Added compliance statements to clarify plan, outcomes, and data-informed decision-making requirements:
	  o Required form
	  o Benchmarks determined by the program
	  o Benchmark rationales
	  o Calculation methods
	  o Three years of data
	  o Data reported by program option and in aggregate, inclusive of all program options
			• Accreditor requirement to evaluate clear assessment procedures
			• Accreditor requirement to ensure continuous quality improvement and data-informed decision-making

• Request for graduation rates and employment data	• *Removed:* Graduation rates and employment data		• Graduation rates vary widely at the doctorate level and practical considerations may make employment data difficult to obtain

Draft 2 Accreditation Standards
AS 5|Assessment
Student Feedback: Major Changes

Pilot	Draft 1	Draft 2	Rationale for Change

• Not included in pilot standards	• Provides opportunities for current students and graduates to provide feedback on the student experience, including:
	  o Mentorship;
	  o Leadership development
	  o Process of completing the academic product(s); and
	  o Any additional program components selected by the practice doctorate program
	• Have a process to formally review student feedback plan and findings
	• Discuss specific changes based on student feedback findings
			• Due to feedback from stakeholders; better reflects practice doctorate education framework

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Thank You!

Context Slides

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Summary of PDP Activities 2010-2025

The Journey So Far: 2010 - 2016

Year(s)	Summary of Activities
2010 - 2011	DSW task force report from Social Work Leadership Forum
2012 - 2013	Discussions: GADE, Leadership Roundtable, NASW Social Policy Think Tank
2013	CSWE Board of Directors (BOD) creates DSW committee to explore accreditation of practice doctorate social work programs
2014 - 2015	• DSW committee recommends collecting data from social work programs, executes plan, and analyzes results • DSW committee presents recommendation to CSWE BOD to initiate a collaborative and stakeholder-inclusive process to collect feedback
2016	CSWE BOD unanimously voted to request that the Board of Accreditation (formerly Commission on Accreditation) move forward with developing a process for the accreditation of practice doctorate social work programs

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The Journey So Far: 2017 - 2020

Year(s)	Summary of Activities
2016	Stakeholder meetings held
2017 - 2019	• BOA and COEP practice doctorate sub-committee meet to develop multiple drafts of framework and accreditation standards • Stakeholder feedback sought on multiple drafts of framework and accreditation standards
2019	• BOA DSW subcommittee convenes to further explore piloting accreditation • BOA votes to proceed with piloting accreditation contingent upon updates to the definition, scope, and accreditation standards
2020	• BOA & COEP present the updated definition, scope, and accreditation standards and solicit stakeholder feedback • BOA votes to approve definition, scope, and accreditation standards • BOA votes to proceed with piloting accreditation when sufficient new staff and BOA resources are in place as determined by the Executive Director of Accreditation

The Journey So Far: 2020 - 2025

Year(s)	Summary of Activities
2020 - 2021	• Webpage created • Consultant hired to develop pilot resources • Staff position created to manage pilot
2021	• BOA votes to approve pilot plan and materials • Call for applications to participate in the pilot disseminated • Pilot programs selected • PDP Implementation Committee formed to serve as workgroup for pilot reviews • BOA members trained to conduct visits • Pilot commences
2021 - 2025	• Pilot underway • Feedback collected from programs and BOA members
2024 - 2025	PDP Standards Revision Committee of BOA and COEP members review and implement feedback into multiple drafts of post-pilot standards

Accreditor Practices &
Protections Standards

Accreditor Practices & Protections

- **Standards that are basic building blocks of an educational program to be accredited for public, student, and educational prep protection, transparency, and accountability**

  - o Fundamental for accreditors
  - o Required for compliance
  - o All program levels must have a mission, commitment to ADEI, explicit curriculum, implicit curriculum, and assessment as the basic foundations of a functional educational program

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Accreditor Practices & Protections

- AS 1.0.1 – program mission

- AS 1.0.2 – mission consistency with program context

- AS 2.0.1 – ADEI in the explicit curriculum

- AS 2.0.2 – ADEI in the implicit curriculum

- AS 4.1.1 – ADEI in admission processes

- AS 4.1.2 – admission processes

- AS 4.1.3 – transfer credit policy

- AS 4.1.4 – no credit for life experience or previous work experience

- AS 4.1.6 – academic and professional performance, and termination policies

- AS 4.1.7 – student input and participation in the implicit and explicit curriculum

- AS 4.2.1 – minimum number of faculty and requisite credentials

Accreditor Practices & Protections

- AS 4.3.1 – program autonomy
- AS 4.3.2 – faculty responsibility for the curriculum in alignment with the standards
- AS 4.3.3 – faculty participation in personnel processes
- AS 4.3.4(a) – program director identification and appointment
- AS 4.4.1 – budget process
- AS 4.4.2 – sufficiency of support staff
- AS 4.4.3 – sufficiency of library resources
- AS 4.4.4 – sufficiency of technological access, technology support, office and classroom space
- AS 4.4.5 – sufficiency and accessibility of resources and supports
- AS 5.0.1(b) – recent assessment data of core expertise and skills
- AS 5.0.1(c) – core expertise and skills data-informed implications and changes
- AS 5.0.1(d) – public posting of core expertise and skills data
- AS 5.0.2(b) – ADEI assessment data and data-informed implications and changes
- AS 5.0.3 – program outcomes assessment

Program Content Standards

Program Content

- **Standards that are unique to the social work practice doctorate programs regarding program, content, offerings, and operations**

  - Unique to practice doctorate education
  - Differentiate each level of education
  - Depth of feedback requested

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Program Content

- Introduction
- Definition
- Scope
- Core Expertise and Skills
- AS 3.0.1 – curriculum design
- AS 3.0.2 – academic products
- AS 3.0.3 – leadership curriculum
- AS 4.1.5 – academic advising and mentorship policies
- AS 4.2.2 – sufficiency of faculty size
- AS 4.3.4(b) – program director credentials
- AS 4.3.4(c) – program director administrative assigned time
- AS 5.0.1(a) – core expertise and skills assessment plan
- AS 5.0.2(a) – ADEI assessment plan
- AS 5.0.4(a) – student feedback assessment plan
- AS 5.0.4(b) – student feedback data and data-informed implications and changes

Principles of Accreditation

Principles of Accreditation

- Not prescriptive
  - Allow flexibility innovation, individualization, uniqueness, autonomy, and agency
  - Accreditors identify **WHAT** is required, programs decide and explain **HOW** they choose to comply; *programs tell their story*
- Minimum compliance vs. best-practices
  - Programs can and are encouraged to go above and beyond the standards
- COEP and BOA writing group and open call for public comment model is the official avenue for input and a codified process with decades of precedence
- COEP's environmental scan will help to shape policy and will stay abreast of practice doctorate education in the future moving toward data-informed 2029 standards

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