MANUAL OF ACCREDITING STANDARDS

For

GRADUATE PROFESSIONAL SCHOOLS OF SOCIAL WORK

June, 1953

Council On Social Work Education
345 East 46th Street
New York 17, New York

Commission on Accreditation
John C. Kidneigh, Chairman

Terms Ending June 30, 1954

Arlien Johnson, University of Southern California, School of Social Work, Los Angeles, California.
Mary Laughead, Fordham University, School of Social Service, New York, New York.
Ruth Smalley, University of Pennsylvania, School of Social Work, Philadelphia, Pennsylvania.
Joseph P. Anderson, American Association of Social Workers, New York 16, New York.
Jeannette Regensburg, Community Services Society, New York, New York.

Terms Ending June 30, 1955

Florence Day, Smith College, School for Social Work, Northampton, Massachusetts.
John C. Kidneigh, University of Minnesota, School of Social Work, Minneapolis, Minnesota.
Clara Kaiser, Columbia University, New York School of Social Work, New York, New York.
Ewald B. Nyquist, University of the State of New York, Albany, New York.
Elizabeth H. Ross, Children's Bureau, Department of Health, Education and Welfare, Washington, D. C.

Terms Ending June 30, 1956

Caroline H. Elledge, University of Denver, School of Social Work, Denver, Colorado.
Rev. Andre M. Guillemette, O.P., University of Montreal, Department of Social Work, Montreal, Quebec.
Mark Hale, University of Missouri, Department of Social Work, Columbia, Missouri.
John Dula, Westchester County Council of Social Agencies, White Plains, New York.
Ruth I. Knee, Walter Reed Army Hospital, Washington, D. C.

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PREFACE

The Council on Social Work Education, under whose auspices the present Manual was produced, was established in July 1952 to give focus and direction to social work education in the United States, its territories and positions, and Canada. Through a partnership of educational institutions, professional membership associations, national welfare agencies, and the interested public, the Council provides an unexcelled opportunity for all units of the social work profession to work together with interested citizens in promoting sound programs of social work education as an essential foundation for competent professional practice.

Important functions of the new organization include the formulation of standards for social work education and the evaluation of professional schools in the light of these standards. Previously, these functions were carried by the American Association of Schools of Social Work, a membership organization of professional schools which has now transferred its activities to the Council on Social Work Education. As a standard-setting body, the American Association of Schools of Social Work early saw the need for defining more clearly the educational requirements for the relatively new professional discipline of social work and, thus, for accreditation.

The professional schools accepted accreditation as a method of self-regulation which at the beginning carried no legal authority. Over the years, however, a legal status has become attached to this function through legislation, rules and regulations governing the employment of social work personnel by federal, state, and local agencies, and the profession as a whole has recognized the desirability of vesting in one organization full responsibility for the evaluation and approval of its professional schools.

The By-laws of the Council on Social Work Education center this responsibility in a semi-autonomous Commission on Accreditation, as follows:

> The Commission on Accreditation shall have responsibility for formulating standards and policies for schools of social work for adoption by the Board of Directors. The Commission shall also formulate and introduce criteria and methods for the evaluation and approval of graduate professional educational programs in social work on the basis of standards and policies approved by the Board of Directors. It shall have authority, on the basis of such approved standards, policies, criteria, and methods, to approve or disapprove educational programs of graduate professional schools of social work. Disapproval of a program shall be accompanied by reasoned opinion. A school which is aggrieved by a decision of the Commission disapproving a program submitted by it may file notice of an appeal with the Board of Directors within thirty days after receipt of notice of the Commission's decision. When such an appeal is filed, the Board shall appoint a committee of not fewer than three qualified persons to consider the appeal. The appeal committee may, after a hearing, affirm the decision or remand the proceeding to the Commission for further consideration on the following grounds only: (a) that the Commission acted upon materially inaccurate or incomplete information; (b) that the Commission failed to follow the applicable standards, criteria, or methods in reaching its decision.
>
> The Commission shall adopt regulations to govern its proceedings and the procedure in appeals.

In fulfillment of the responsibility vested in it, the Commission on Accreditation has prepared the present Manual of Accrediting Standards which states and describes the criteria and procedures used in evaluating professional programs of social work education. The official statement of general standards for accrediting schools of social work, as adopted by the Delegate Council of the Council on Social Work Education on June 4, 1953, is incroporated as the first chapter of the Manual.

The Manual represents a distillation of the tested experience of the American Association of Schools of Social Work and places major emphasis on qualitative, not quantitative standards, and on the achievement of high standards rather than standardization of educational programs. The Manual is intended to serve not only as a guide in evaluating new programs, but also as a stimulus to self-appraisal and self-improvement on the part of all schools of social work. It is further designed to provide authoritative information on educational goals

and standards for all membership groups of the Council, i.e., professional schools; undergraduate departments preparing students for later professional study; employing agencies participating in the field work instruction of social work students; membership associations engaged in the formulation of standards for professional practice; and representatives of higher education, other professions and the general public desiring a better understanding of the nature and content of social work education.

The Commission recognizes that additional data are needed for the elaboration of qualitative standards in such areas of social work education as the organization and content of certain types of field instruction, the ethical concepts of the social work profession, the content of social policy in the curriculum, and others. It is anticipated that other Committees of the Council will take these and similar questions under study and ultimately produce authoritative information for use by the Accreditation Commission in formulating standards.

The Commission recognizes, also, that the accrediting process in all the professions is undergoing change at the present time. New procedures will inevitably emerge as professional agencies begin to relate their accrediting responsibilities to institution-wide accrediting conducted under the auspices of regional accrediting associations.[1/] Each profession must accept responsibility, however, for the development of standards in its own field of professional education and must ensure the participation of its own professional representatives in the evaluation of a professional school. For social work education, the present Manual will serve as the basis for the development with regional accrediting associations of joint questionnaires and cooperative procedures.

1/For a description and analysis of current accrediting developments for the country as a whole and the impact of these developments on social work accrediting, see "Current Developments in Accrediting," in Education for Social Work, 1954 Proceedings, Council on Social Work Education.

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USE OF THE MANUAL

The Manual is coded to facilitate reference to specific policy questions and criteria. The first digit (e.g., 1000, 2000, etc.) identifies the chapter,

1/For a description and analysis of current accrediting developments for the country as a whole and the impact of these developments on social work accrediting, see "Current Developments in Accrediting," in Education for Social Work, 1954 Proceedings, Council on Social Work Education.

the second digit (e.g., 1100, 1200, etc.) identifies specific standards, and the third and fourth digits (e.g., 1110, 1111, etc.) elaborate the standards. As already indicated, the first chapter (Chapter 1000) contains the official statement of general standards for accrediting schools of social work as prepared by the Commission on Accreditation and adopted by the governing body of the Council on Social Work Education. Succeeding chapters contain the Commission's interpretation and elaboration of the general standards and describe accrediting procedures.

Appendix A lists references on social work education selected for their recency and usefulness in interpreting the educational goals of the profession and the organization, nature and content of social work education. While many of the references cover more than one aspect of social work education, they are classified for purposes of convenience according to the major headings and sub-headings in the Manual for which they have special relevance. The numbers in parentheses on the reading list refer to the Manual paragraphs which are elaborated by the reading materials. The general references are applicable to all sections of the Manual.

The purchase price of the Manual includes a continuing service in keeping all sections current. New or revised sections will be issued as needed.

Requests for information on any aspect of social work accrediting and for additional reference materials in the form of unpublished reports and documents may be addressed to the Council on Social Work Education, 345 East 46th Street, New York 17, New York.

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strengths and weaknesses in any one part are assessed in relation to the soundness and adequacy of the total program, (2) the accrediting process is conducted by persons qualified by education and experience to assess the quality of a professional educational program for social work, (3) the responsibility for accreditation vests in one organization which makes appropriate provision for the representation of relevant professional, educational and lay interests in the accrediting process, and (4) the focus of examination of an educational program is upon the quality of a school's own:

(a) Purposes and objectives,

(b) Program,

(c) Organization and administration,

(d) Facilities,

(e) Self-study and outcomes.

Application of Standards 1130

The Commission on Accreditation of the Council on Social Work Education will apply the standards set forth below in examining, assessing, and accrediting a school of social work.

Evaluation of an application, and determination of action ... 1131 on accreditation, does not assume that a school will meet in all respects the standards desired by the parent institution and those outlined in the Manual of Accrediting Standards of the Commission on Accreditation, Council on Social Work Education. To be or remain accredited the findings must reveal that the school provides an educationally strong program and that the school gives evidence of being interested in, and

capable of remedying deficiencies within a reasonable period of time. To be unsuitable for accreditation, the deficiencies must be of such a nature as to jeopardize the achievement of objectives of professional social work education.

Standards to be Used as the Basis for Accrediting Schools of Social Work 1200

Purposes and Objectives of the School 1210

The school seeking accreditation must have in writing a statement of its educational and research goals which embody the recognized educational goals of the profession. The objectives of the school should be well defined, related to its stage of development, used as a yardstick to evaluate the educational program, and subject to appropriate modification from time to time. The statement of objectives of the school must set forth the school's role in relation to the social work community, social agencies and social work practice, as well as articulating the school's role in relation to the university of which it is a part.

Program of the School 1220

The school seeking accreditation shall offer a graduate course of not less than two academic years of professional education in social work leading to the Master's degree. (A newly established school may be accredited if it offers a full first-year graduate program of professional education with the assurance that it will provide the full two-year graduate program within a time limit agreed upon with the Council on Social Work Education - Commission on Accreditation.) The course of

study will include a well balanced program of classroom and field instruction and research. The basic responsibility for curriculum planning shall be vested in the faculty of the school and the curriculum shall be in harmony with the curriculum policy statement adopted by the Commission on Accreditation. The educational program of the school shall have articulated methods for quality of instruction involving teacher-student relationships and self-involvement by the student. The organization of the learning experience shall be arranged so as to provide sequence, integration and continuity.

The school shall have in writing a policy statement providing for selective admission of students. The quality and size of the student body shall be reviewed in the light of the educational objectives of the school and the needs of the particular area. The school's efforts must be directed toward building a full-time program that achieves the school's educational objectives. Part-time students are incidental to that main purpose.

Organization and Administration of the School 1230

The school seeking accreditation must be an integral part of a recognized college or university. It should occupy a position similar to other professional schools in the university or college structure that makes possible the degree of autonomy needed to carry out its program.

The school shall have in writing policy statements covering organization of the school, faculty assignments,

personnel practices and methods for assuring effective administration in the school.

The school shall have an annual budget for teaching and administration which can be shown to be adequate to carry out its program. The school's financial plan among other things should provide for adequate and equitable faculty salaries.

The school shall have a faculty of recognized competence in their areas of teaching and research sufficient in number to carry the program of the school, recruited, selected and appointed under a clearly defined plan and procedure which provides for faculty participation in the process. Assignment of duties to faculty members shall be clear and well understood with workloads arranged so as to protect the quality of faculty performance.

There must be a dean or director or equivalent administrative head of suitable qualifications who shall devote full time to the school and who is empowered in cooperation with the faculty of the school to exercise control over the school and its program, including the course of study and the admission requirements to it within limits established by the university or college of which the school is a part. The dean or director shall be the educational leader and shall maintain appropriate relations between the school, the university, the community, the social agencies, and the profession of social work.

Facilities of the School 1240

The school seeking accreditation must show that the physical facilities provided for the school are adequate in number, size and quality to make possible the achievement of the school's objectives, and to be appropriate for professional education in social work.

The library facilities shall be reviewed for adequacy of location, space, and arrangement; the spread, variety, and duplication of holdings; the competency of the service provided; administrative practices; and usefulness of the library to faculty and students.

Self-Study and Outcomes of the School 1250

The school seeking accreditation shall have a plan for systematic self-appraisal and evaluation of the outcomes of the school's program. This plan should involve suitable ways for examining the validity of the educational goals of the school, appraising the effectiveness of methods used in pursuing the educational goals, analyzing the outcomes, and pointing to steps that will lead to improvement.

Procedures for Accreditation of a Graduate School of Social Work 1300

Accrediting Procedures 1310

The Commission on Accreditation shall establish procedures for pre-application consultation, receipt of application for accreditation, methods of accrediting study, disposition of application, reevaluation and periodic review of the school applying for accreditation, and for the withdrawal of accreditation from a school which had been accredited previously.

Appeal Procedures 1320

The Commission on Accreditation shall establish appeals procedures in harmony with Article IV, section 7, By-Laws of the Council on Social Work Education.

Complaint Procedures 1330

The Commission on Accreditation shall establish procedures for the receipt of, consideration of, hearings on, and disposition of complaints relating to the maintenance of accrediting standards by an accredited school presented by a professionally responsible person, group or organization defined as:

(a) The Dean or Director of a school of social work

(b) A faculty member of a school of social work

(c) A chapter of NASW or CASW

(d) A community welfare council

(e) A national social work organization or one of its local affiliates

(f) An alumni association of a school of social work

(g) Any person, group or organization which in the opinion of the Commission falls in this class of persons, groups or organizations.

Interpretation and Definition 1400

Interpretation 1410

The Commission on Accreditation is empowered to make appropriate interpretations, elaboration or definition of standards contained in this document.

Manualization 1420

The Commission on Accreditation shall include its interpretations, elaborations and definitions of those standards in an accrediting manual which it shall keep current by appropriate revisions from time to time.

OBJECTIVES 2000

Goals of Professional Education and the School 2100

Social work education is education for a profession, that is, education for use in the service of society. By virtue of its professional nature, social work education consciously aims at imparting a body of knowledge and a set of identifiable skills which are basic and distinctive to the social work profession.

Underlying the organizational structure of the school and per- 2101
meating the administrative practices should be deep conviction of the applicability of the democratically conceived basic concepts of social work to the operation of the school.

Statement of Educational Goals 2110

Schools applying for accredited status are requested to submit a statement of the particular objectives which determine their educational policies and activities.

It is assumed that, for all schools, these objectives 2111
will embody the recognized educational goals of the profession. Beyond that, the objectives will be expected to include such distinctive aims as may be appropriate to the school concerned.

Nature of Defined Objectives 2120

Wherever the objectives are defined, they should be unequivocally expressed and the program of the school and the practices of the instructional staff should clearly reflect the stated objectives.

Statements of objectives are generally to be found in 2121
the school's charter, constitution, by-laws, board of control minutes, faculty minutes, and such official publications as catalogs and bulletins.

Modification of Objectives 2130

It is important that printed statements promptly reflect any modifications in the objectives or changes in the program.

As schools pursue their objectives, changes occur and ..... 2131 modifications of program are undertaken. Such changes need to be tested against the fundamental characteristics of professional education for social work and against the specific objectives established by the school.

School Objectives and Stage of Development 2140

A school's awareness of its particular stage of development and its effort to move ahead planfully toward a higher level of development is weighed against its lacks.

In working toward the accomplishment of objectives, ... 2141 schools progress at different rates.

Objectives in Relation to Evaluation 2150

The school objectives are used as the yardstick against which its educational program is measured.

School and Social Work Community 2200

A distinctive characteristic of social work is discernible in the school's relationship to the social work community.

Relationship of School to Community Social Agencies 2210

A community through its social agencies provides the school with the field practice experience that enables students to develop professional skill, to apply theoretical knowledge, and to acquire attitudes appropriate to the practice of social work.

The school is dependent upon the community because 2211
social work operates through social agencies and institutions.

Community agencies are the source of much of the 2212
teaching material from which the principles taught in the classroom are derived; in addition, they provide a testing ground for the applicability of those principles in practice.

Social agencies, in turn, are dependent upon the school 2213
for conceptualizations and delineation of theory so that practice does not become merely a collection of isolated individual cases.

School and Community Social Work Practice 2220

The school through its faculty should be expected to give leadership to practice.

Efforts to relate theory and practice more closely 2221
through the maintenance of vital relationships with the community contribute to professional education for social work.

School Program and Development in Field 2230

To the extent that there is conviction about the interrelatedness of theory and practice, new developments in the field will be reflected in the school's program. The school should not only stimulate the social work community to better practice, but should incorporate into its program the valid content developing out of practice.

School and Standards of Professional Practice 2240

The role of the school in relation to the professional social work associations is characterized by the participation of faculty in the active work of these associations toward maintenance and improvement of standards within the profession.

School and Social Policy Issues 2250

Of equal importance is the role of the school in offering leadership to the community in those areas where social work knowledge and competence have a bearing on issues of social policy.

A school of social work is committed to work for 2251
sound social policy and improved standards of social service not only because of its educational objectives but because of its professional identification.

School and Social Welfare Programs 2260

Relationships with the community will need to be more than harmonious. They should be creative and lead to understanding of the purpose and scope of professional education for social work and should also bring to bear the full weight of the school's influence on efforts for improvement in the total social welfare program.

Community Relations and University 2270

The ability of the school to interpret successfully to the university the extent and nature of its community relations provides a measure of the acceptance of the school's educational program within the university.

The School's relationships to the community should 2271
harmonize with the University's relations to the community and strengthen the public relations of the University.

Final responsibility for selection rests with 4522
the dean or director subject to the approval of the
administration and governing board of the university,
but the selection process shall provide for appropriate
participation by the faculty of the school.

Selection shall result in a full-time faculty 4523
which is competent to provide sound instruction in
the basic content areas comprising the educational
program offered.

Qualifications of Faculty 4530

General faculty qualifications shall include 4531
interest and ability in teaching; evidence of aptitude
for productive scholarship and research; understanding
of the problems confronting professional education for
social work; identification with the profession as
evidenced by membership in professional associations
and societies.

The core of full-time faculty members in the 4532
Master's degree program shall hold the Master's degree
in social work; post-Master's study is desirable.

Faculty members shall have recognized competence 4533
based upon education and experience in social work
in their areas of teaching.

Faculty Responsibilities 4540

A school shall have a definite plan for the 4541
determinination and distribution of work loads
including relative weights assigned to the various

components. The plan shall reflect a concern with maintenance of scholarly quality in the teaching component of the total responsibility of each faculty member. It shall recognize that definite and substantial community responsibility assignments are essential to attainment of the objectives of a school of social work.

Allocation and distribution of faculty work 4542
loads shall result in focused assignments in relation to the interest and competence of individual faculty members.

Time calculated for work loads shall show, ... 4543
in addition to teaching hours and research, the time for duties associated with the educational and administrative operation of the school.

> The nature of professional education for social work requires a relatively high proportion of faculty time assigned to community responsibility related to the purpose of the school, to student advising, committee responsibilities, and administrative tasks.

FACILITIES 5000

Physical Plant 5100

Instructional Facilities 5110

Office Facilities 5120

Library 5200

Library Facilities 5210

Library Service 5220

Acquisitions 5230

FACILITIES 5000

Physical Plant 5100

Instructional Facilities 5110

A school shall have adequate space and equipment ..... 5111 to provide an environment conducive to productivity of faculty and students in the fulfillment of the objectives of the school.

> Adequate facilities refer to classrooms appropriate for small discussion groups as well as rooms for lectures, research laboratories, and conference rooms for faculty (including field instructors) to work appropriately on educational matters.

The instructional facilities should be so located ..... 5112 in relation to the office facilities of the school as to promote the kind of faculty-student interchange considered essential in social work education.

Office Facilities 5120

Office facilities shall include an office for ..... 5121 each faculty member as well as adequate secretarial, clerical, and office equipment space.

> Adequacy of office space and equipment for faculty and school administration is a basic requisite for carrying out the objectives of social work education. The nature of social work education requires adequate office facilities for extensive faculty consultation with students, with community agency executives, and with field instructors.

Library 5200

Library Facilities 5210

Library holdings for the school of social work may be housed within the central library of the university or separately within the school of social work.

The book, periodical, and reference collection ..... 5211 shall support - by quality, size, nature, and appropriate duplication of holdings - the instructional and research programs of the school, and be assembled in such a way as to be readily accessible for student use.

The holdings shall include, also, the considerable ..... 5212 body of fugitive material which is essential to social work education.

Library study space shall be adequate for the ..... 5213 student body.

Library Service 5220

The quality and extent of library service shall ..... 5221 support and stimulate the attainment of the objectives of professional social work education.

In formulating library circulation regulations (if there is a centralized library), consideration needs to be given to the unusual situation created for social work students through their absence from the campus for field instruction.

Acquisitions 5230

An annual budget shall be provided for social work ..... 5231 library accessions which is adequate to support the program offered by the school.

A school of social work shall have an administrative ..... 5232 plan for selection of new acquisitions.

SELF-STUDY AND OUTCOMES 6000

Aim of Self-Study 6100

The aim of self-study is to constantly improve the educational program as well as to strengthen the organization and administration of the school toward effecting indicated changes in policies and procedures.

Scope of Self-Study 6110

Self-appraisal must involve valid ways and means for systematically and comprehensively answering three questions as follows: Are our present goals fully valid and appropriate? How well are we achieving our institutional goals? What steps will lead to improvement?

Plan of Self-Study 6120

No fixed pattern need be followed, but studies should be appropriate, timely, and serve purposes which may be expected to bring results in the form of a more effective educational program.

The concern which a school shows with its problems and 6121
its progress is reflected in the way in which self-study and evaluation are conceived. Studies of school problems and program will vary widely in character and scope.

Systematic Nature of Study 6130

Self-study calls for a systematic approach to an assessment of the existing educational program in the light of the school's stated objectives, and a study of the outcome of the educational experience for the student.

Selection of Issues to be Studied 6140

Issues which call for study in a particular school depend upon a variety of factors. Organization and content of curriculum, methods of instruction, admission policies, requirements for degrees, administration, finances, and conditions of faculty service are examples of areas which may be covered in whole or in part.

Evaluation of the effectiveness of the instructional 6141
program is considered by the accrediting body to be an important part of the study of a school. There should be a careful system of appraisal of teaching methods and of student work. Samples of assignments, examinations, field work reports, student work (including research projects or theses), and reports of conferences with students will provide evidence as to the effectiveness of the teaching. Constant evaluation of the program by the faculty will indicate interest in the continued development and improvement of methods of instruction.

The school's relationship to its alumni may reveal 6142
important elements in a self-study program. An alumni file, containing current information on positions held, activity in professional organizations, community affairs, etc., may be a helpful yardstick in self-evaluation.

Methodology and Results 6150

The selection of problems that are studied, the method that is used, the staff assigned, the ways in which the conclusions are made available, and the action

taken will be given consideration in the examination of a school seeking accredited status.

Reporting of Study 6160

Whatever the point at which the study is undertaken and whatever its scope, it will be essential that full and detailed reporting of it be available in the course of the accreditation study.

PROCEDURES FOR ACCREDITATION OF A GRADUATE SCHOOL OF SOCIAL WORK 7000

Pre-Application Consultation 7100

Pre-application consultation provides an opportunity for the sharing of information and problems; and for obtaining interpretation of the objectives, methods, and standards of professional education as well as practical advice on the technical aspects of establishing a school of social work. This preliminary consultation is advisory, without obligation either on the part of the university to proceed with its plans or the accrediting body to approve what is developed. Early consultation may or may not be provided on the campus; however, once a school has been established and is working toward accreditation, an on-campus consultation visit is highly recommended.

Eligibility for Pre-Application Consultation 7110

It is the general policy to provide pre-application consultation to those colleges and universities which have secured associate membership in the Council on Social Work Education, which is concrete evidence of the university or college interest and participation in professional social work education.

Time of Pre-Application Consultation 7120

A university which looks forward to the establishment of a graduate professional school of social work will find it helpful and valuable to consult with those responsible for the accreditation of programs of social work education at a very early stage in its deliberations.

Application Procedures 7200

Knowledge of Standards 7210

A school seeking accredited status is presumed to have a thorough knowledge of the standards established by the accrediting body and a conviction that the program it submits for study is ready to be reviewed in the light of those standards.

Time of Application for Accreditation 7220

A school offering a two-year graduate program of social work education may make application for accreditation at any time after the total educational program to be reviewed is actually in operation.

Exception to Time of Application 7230

A newly established school of social work which, for reasons regarded as valid by the accrediting body, offers only the first year of a program of professional education, may make application for accreditation after the program has been in existence for one academic year; provided, however, that the school furnishes reasonable assurance that the two-year program leading to the Master's degree, will be provided within a time limit agreed upon by the accrediting body and the school concerned.

Letter of Application 7240

A formal letter of application is submitted by the dean or director, accompanied by a statement from the university administration setting forth the financial plan under which the school of social work will operate.

Date of Filing Application 7250

The application should be filed at least six weeks in advance of the date established for the meeting of the accrediting body when the application is to be considered.

Material Accompanying Application 7260

Descriptive materials prepared in the form and manner requested by the accrediting body must accompany the application. (See Appendix A.)

Study Procedures 7300

Responsibility for Study Program 7310

The National Office and the Commission on Accreditation share responsibility in using the study process to the best advantage of the applicant school, as follows.

Role of National Office 7320

The National Office, upon preliminary review of the application and supporting materials, may at the discretion of the Staff in consultation with the Chairman of the Commission on Accreditation:

Advise that official consideration be postponed pending ..... 7321 further development of the educational program if the materials submitted indicate that the school does not appear to meet established standards.

Request additional materials in support of the appli- ..... 7322 cation.

Refer the application to the Commission on Accredita- ..... 7323 tion for official consideration.

Role of Commission on Accreditation 7330

The Commission on Accreditation, following review and discussion of all materials submitted by the school together with other relevant information provided by the National Office, may authorize:

Acceptance of the school for an official on-campus review of its educational program. 7331

Rejection of the application. 7332

Review Procedures 7400

Responsibility for Arrangement of On-Campus Study 7410

Arrangements regarding the time and duration of the on-campus study, the composition of the review committee, and reimbursement of the costs involved are arrived at cooperatively by the school and the Commission on Accreditation as follows:

Selection of Review Committee 7420

A review committee of not less than two members composed of social work educators selected from a panel established by the Commission on Accreditation is appointed in consultation with the applicant school with due regard to the following considerations:

a. The members of the committee shall be acceptable to 7421
to the applicant school and so constituted as to represent any special combination of skills, interests, and experience that the Commission on Accreditation may recommend.

b. The chairman of the committee shall have had previous 7422
experience in conducting an on-campus review.

c. Whenever possible, at least one member of the commit- 7423
tee shall hold or have held membership on the Commission on Accreditation or the Board of Directors.

Function of Review Committee 7430

The review committee has, as its primary function, the preparation of an official report to the Commission on Accreditation based on analysis of materials submitted and first-hand examination of the administration and content of the educational program under study.

The report is prepared in accordance with the outline 7431
used by applicant schools in submitting application materials (see Appendix A) with the chairman assuming major responsibility for its production.

Relationship of Review Committee to National Office 7440

The review committee shall be governed in the conduct of the review by instructions from the National Office.

Relationship of Review Committee to School Faculty 7450

As part of the review process, the review committee shares its findings with the faculty of the applicant school at the time of the on-campus study.

Financing of On-Campus Review 7460

The on-campus review is conducted at the expense of the applicant school which reimburses the Council on Social Work Education for the costs involved in the transportation and maintenance of the review committee. No charge is made for the time or professional service given by the committee members.

Disposition of Application for Accreditation 7500

Responsibility for Final Action 7510

The Commission on Accreditation carries full and final responsibility for the decision on applications for accredited status. The responsibility is discharged in the manner described below.

Evaluation of Review Data 7520

The Commission, in plenary session, studies the report of the review committee taking into account all available evidence of strength and weakness in the organization and content of the educational program and arrives at a decision based on a total evaluation of the data presented.

Whenever possible, a member of the review committee ..... 7521 shall be asked to supplement the written materials with a verbal report to the Commission.

Decision of Commission on Accreditation 7530

The deliberations of the Commission on Accreditation may lead to:

Award of accredited status 7531

In awarding accredited status, the Commission on Accreditation may comment on the action taken and advise certain modifications for the consideration of the school. Such comments or recommendations become matters of record.

Postponement of final action 7532

pending further consultation with the school regarding obstacles that stand in the way of immediate accreditation. In the event of postponement of final action the Commission on Accreditation outlines the reason for the action; the steps that may be taken to remove obstacles in the way of accreditation; and sets a tentative date for final action.

Denial of accredited status 7533

If the decision is to deny accredited status the Commission on Accreditation outlines the reasons for the action.

Official notification of action 7534

The action taken by the Commission on Accreditation is communicated to the President of the parent institution and to the Dean or Director of the applicant school by the Chairman of the Commission.

Action Following Notification of Decision 7540

The Commission authorizes the National Office to draw on pertinent sections of its Minutes when the National Office reports to, and subsequently consults with, the applicant school.

The National office determines, in the light 7541
of the action of the Commission, those situations which are best followed up by conference with university officials, and by offers of consultation with the school.

Effective Date of Accredited Status 7550

The accredited status granted by action of the Commission on Accreditation is retroactive to the beginning of the educational program examined and approved by the Commission.

The effective retroactive date will be established 7551
by the Commission on Accreditation in consultation with the school concerned.

Appeal Procedures 7600

The decisions of the Commission on Accreditation to approve or disapprove programs of professional schools are final, but subject to appeal in accordance with the following procedures:

Basis of Appeal 7610

Appeal may be based on the following grounds:

That the Commission on Accreditation has arbitrarily, ... 7611
capriciously or unfairly applied the standards in its decision about the individual school.

That the record on which the decision was based 7612
was materially inaccurate or incomplete.

Time of Filing of Appeal 7620

A school that believes it has been unfairly treated may request an appeal within thirty days after notice of the decision of the Commission on Accreditation.

Appointment of Appeal Board 7630

In case of appeal, the Board of Directors will appoint an appeal board of not fewer than three qualified persons.

Powers of Appeal Board 7640

The appeal board has the power to arrive at one of the following decisions:

To affirm the decision of the Commission on 7641
Accreditation.

To return the case to the Commission on 7642
Accreditation for further consideration if it finds that the record is materially inaccurate or incomplete.

To over-rule the decision of the accrediting commission. ... 7643

Jurisdiction of Appeal Board 7650

The appeal board shall have no jurisdiction over the reasonableness of the standards.

(Complete statement on Appeals will be developed at a later date by the Commission on Accreditation. The statement will be in harmony with the Council on Social Work Education By-laws, Article IV, section 7,B.)

Procedures for Review of Accredited Schools 7700

Purpose of Periodic Reviews 7710

Continued maintenance of standards is assured through consultation service from the National Office and by means of periodic reviews arranged in accordance with the following procedures.

Schools Subject to Reviews 7720

All schools are subject to periodic review of their educational programs.

Mandatory Review Following Accreditation 7730

A review must be made by the Commission on Accreditation of each newly approved school within a period of three years following accreditation.

Purpose of Mandatory Review 7731

The review is to determine whether standards are being maintained, and the extent to which the recommendations of the Commission on Accreditation have been carried out.

Review Process 7732

The school will submit a written document showing: 1) how it has implemented the recommendations of the Commission on Accreditation, 2) the faculty roster and assignments, and 3) major changes since accreditation with respect to: Objectives, Program, Organization and Administration, Facilities, Self-Study and Outcomes.

The material submitted by the school will supplement rather than duplicate that submitted at the time of application for accreditation. The statement shall coincide in form with the organization of the Manual.

Data on which Mandatory Review is based 7733

In addition to the document from the school, the Commission on Accreditation will have available to it such data as:

Minutes of the Commission meetings which record the discussion at the time recommendations were made for the on-campus review and for approval; the correspondence between the National Office and the educational institution at the time the school was granted accredited status; and other pertinent information available through the National Office.

Action of Commission on Accreditation on Mandatory Review 7734

The Commission may take either of the following actions: Reaffirm accreditation without an on-campus review.

Request an on-campus review if the Commission considers it essential to have a more detailed examination made of the program prior to a decision. Procedures for such an on-campus review follow those outlined in Section 7400.

Evaluation Study in Relation to Total University Review 7740

Both periodic and original accrediting studies of all schools of social work will be made, wherever possible, in conjunction with reviews of the total university arranged by the appropriate regional accrediting association.

Procedures for Receiving and Disposing of Complaints About Accredited Schools 7800

Complaint Procedures are established to provide means by which information relating to maintenance of educational standards by accredited schools may be received by the Commission from various sources, or may be discussed prior to filing of an official complaint.

Procedure Prior to Filing a Complaint 7810

A complainant as defined in section 1330 may seek informal consultation with the Chairman and Secretary of the Commission and other appropriate Council staff to discuss a potential complaint situation and to discuss possible means of resolving the problem without recourse to an official complaint. Responsibility for a formal complaint to the Commission remains with the complainant.

Conditions Preceding Receipt of Complaint 7820

The Commission will receive and consider complaints about accredited schools under the following conditions:

The complaint shall come from a professionally ..... 7821 responsible person or group, defined in Section 1330.

The complaint shall present a question regarding the ..... 7822 standards of the school and be based upon direct and responsible information, defined to mean:

(a) That the information is relevant to the issue of the complaint;

(b) That the information is of the kind usually considered pertinent to an examination of a school's educational standards;

(c) That, in the opinion of the Commission, it bears upon an important aspect of educational standards;

(d) That the information is factual and reasonably well documented.

The complaint shall show evidence that appropriate 7823
efforts have been made to settle the complaint through appropriate university or local professional resources.

The complaint shall be presented in writing and the 7824
complainant shall send to the school concerned a copy of the complaint as presented to the Commission.

The complaint shall include information about other 7825
action initiated in relation to the complaint.

A complaint will not be received from a student of the 7826
school concerned. Situations involving a given student to a given university or school are considered outside the jurisdiction of the Commission and should be settled within the university concerned.

Determination upon Receipt of Complaint 7830

The Commission will consider the complaint and make the following determinations:

That the conditions set forth under 7820 to 7826 above 7831
have been met.

That the complaint falls within the jurisdiction of 7832
the Commission.

That recent study, observation or experience between 7833
the Commission or the staff of the Council and the school concerned do not contra-indicate the questions contained in the complaint.

Steps to be taken by the Commission 7840

If the complaint does not qualify for Commission 7841
acceptance under the determinations listed above in 7830-7833,

the Commission shall evaluate the qualifying and disqualifying factors and obtain further information if it is deemed that clarification or additional information would qualify the complaint.

If the complaint is not accepted, the Commission 7842
shall so notify the complainant and the school concerned giving reasons for the action.

If the complaint qualifies for Commission consideration 7843
and action, the Commission will accept the complaint for investigation and notify the complainant and the school concerned that the complaint will be investigated.

The Commission will decide what particular method of 7844
study and investigation is appropriate for a particular complaint which has been accepted.

Action on Complaint 7850

After a decision to investigate a complaint, the 7851
Commission shall give general supervision to the investigation delineating its focus and scope.

With the findings of an investigation before it, the 7852
Commission may take any of the following actions:

Postpone a final action on the complaint if 7852.1
there is evidence that the school has made reasonable progress in rectifying the situation that warranted the complaint. If postponement is made, the matter must be brought before the Commission again within one year from the time postponement was made.

Notify the school that on the basis of..... 7852.2
the findings, the Commission has determined
that the school is failing to meet accreditation
standards, and will initiate proceedings set forth
in Manual Sections 7934 through 7943.

Dismiss the complaint and clear the school 7852.3

Action taken by the Commission should be taken with 7853
due regard for the complainant and the school concerned.

Procedures for Withdrawing Accreditation 7900

The accreditation process is a means of assisting schools 7901
of social work to achieve and maintain high standards of professional social work education. Withdrawal of accredited status from a school of social work shall follow only after efforts have been made to help the school meet required standards.

Basis for Withdrawal Action 7910

Withdrawal action shall be based upon the failure of the school or university of which it is a part to adhere to the standards of accreditation set forth in the Manual.

Data for Consideration of Withdrawal Action 7920

Consideration of withdrawal of accredited status from a school of social work shall be based upon the following data:

Findings of periodic reviews conducted separately from 7921
or in conjunction with regional accrediting authorities;

Findings of a special review which the Commission has decided 7922
to conduct as the result of a complaint as defined in Manual Section 1330.

Findings of a special review initiated, in the absence 7923
of a complaint or request, by the Commission on the basis of substantial evidence of need for study.

Steps to be taken prior to Withdrawal of Accreditation by the Commission 7930

Consultation shall be offered to the school 7931

A review of the school shall be conducted 7932

If, after such review, the Commission believes that ..... 7933 the school's accreditation cannot be reaffirmed, a notice to that effect, setting forth the Commission's findings and including the respects in which the school is failing to meet accreditation standards and the reasons therefore, if appropriate, shall be sent to the school.

Such notice shall designate a date within a reasonable ..... 7934 time, within which an opportunity will be provided the school to present to the Commission, in writing, pertinent information or evidence pertaining to the matter. The Commission may offer the school an opportunity to appear for oral elaboration of its written evidence.

As soon as practicable after the date designated for ..... 7935 the presentation of written evidence, the Commission shall review all the data relating to the matter, and on the basis thereof make its findings and conclusions which shall be promptly transmitted to the school.

If, in such findings and conclusions, the Commission ..... 7936 determines that the school is failing to meet accreditation standards, the Commission shall in addition specify the period within which corrective action shall be completed and fix a date when a report with respect thereto shall be made to the Commission.

A school which fails to use consultation, to permit 7937
a review of its program, to provide requested materials
or reports within a reasonable time, or otherwise fails
to respond to requests from the Commission, shall forfeit
its rights under this Section and the Commission may proceed
to action indicated in Manual Section 7940.

Action on Findings 7940

With the findings resulting from the steps in the
preceding Manual Section before it, the Commission may take
any of the following actions:

Reaffirm the accreditation of the school 7941

Postpone action specifying a new time period 7942
within which corrective action must be taken by
the school;

Withdraw accreditation from the school and 7943
remove the name of the school from the list of
accredited schools of social work.

Withdrawal action is subject to appeal by the 7943.1
school at its option under procedures set forth in
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APPENDIX A

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