

Reaffirmation Compliance Audit Review Brief

Council on Social Work Education Commission on Accreditation

This form is intended for use by the program, the site team visitors, and the commissioners. The form consists of four sections. Sections 1 and 3 are completed by the program, the site team visitors, and the commissioners. Section 2 is completed by the program only. Section 5 is completed by the site team chair. Section 4 and 6 are completed by Commissioners. Each section contains specific instructions for the program, site team, and commissioners. The program submits the form along with its self-study. After completing the site visit, the chair of the team submits the form to the Office of Social Work Accreditation and Educational Excellence (OSWAE). Commissioners use the form to review the program for compliance with EPAS and to make a recommendation to the Commission on the program's accreditation status.

Section 1

Program provides information below:		Date Completed:	Name of Each Person Completing This Form
Program Name:	Mandel School of Applied Social Sciences, Case Western Reserve University	11/24/08	Program Chief Administrator: Grover C. Gilmore, Dean
Address:	10900 Euclid Avenue		Commission Reader for Instructions:
City,	Cleveland		Site Team Chair:
State:	Ohio		Commission Reader for Determination:

Recommended Decision from the Commission Reader for Instructions: (details in Section 4)

Recommended Decision from the Commission Reader for Determination: (details in Section 6)

Section 2

Only the program provides the information requested in this section.

Review Category		Associated Program(s)				
Baccalaureate		Baccalaureate	YES		NO	X
Master's	X	Master's	YES		NO	
		Doctoral	YES	X	NO	

Brief Description of Program Administrative Structure (AS 3)

The chief administrator of the MSSA (master's social work) program is Dr. Grover C. Gilmore, Dean of the Mandel School of Applied Social Sciences. The Dean reports directly to the Provost of the University. Day to day operation of the program has been delegated to Dr. Sharon S. Milligan, Associate Dean for Academic Affairs.

Brief Program Background (AS 1)

The Mandel School of Applied Social Sciences was founded in 1915 to provide professional social work education at the master's level. The School awarded its first Master of Science in Social Administration degree in 1919 and has been continuously accredited by the Council on Social Work Education since 1964. More than 9,000 students have received MSSA degrees from the School. The School began offering a research-oriented doctoral program in 1952, and also administers a large continuing education program.

Baccalaureate (AS 4)			Master's (AS 4)		
Full-Time Faculty			Full-Time Faculty	36	
FTE Faculty to FTE Student Ratio		to	FTE Faculty to FTE Student Ratio	1	9

Full-Time Doctoral Faculty (if any)

Provide below the institutional definition of full time equivalent (FTE) for students and faculty:

Full-time student is defined as 12-16 credit hours per semester.

Full time faculty is defined 50% time or more.

Record the head count of full-time and part-time students and faculty. If the ethnicity categories below differ from those used by your institution, make appropriate changes.

Baccalaureate Program										
Ethnicity (AS 6)	Students					Faculty				
	Female		Male		Total	Female		Male		Total
	Full-Time	Part-Time	Full-Time	Part-Time		Full-Time	Part-Time	Full-Time	Part-Time	
African American/Other Black (non-Hispanic)						3	1	2	2	8
American Indian/Native American										
Asian American										
Pacific Islander										
Mexican American										
Puerto Rican										
Other Latino/Hispanic										
White (non-Hispanic/Caucasian)						16	1	14	1	32
Other Groups (please specify)						1				1
Total						20	2	16	3	41

Record the head count of full-time and part-time students and faculty. If the ethnicity categories below differ from those used by your institution, make appropriate changes.

Master's Program											
	Students						Faculty				
Ethnicity (AS 6)	Female		Male			Female		Male			
	Full-Time	Part-Time	Full-Time	Part-Time	Total	Full-Time	Part-Time	Full-Time	Part-Time	Total	
African American/Other Black (non-Hispanic)	50	20	5	5	80	3	1	2	2	8	
American Indian/Native American	0	1	0	0	1						
Asian American	19	1	2	0	22						
Pacific Islander	0	0	0	0	0						
Mexican American	0	0	0	0	0						
Puerto Rican	0	0	0	0	0						
Other Latino/Hispanic	2	5	0	2	9						
White (non-Hispanic/Caucasian)	123	40	12	12	187	16	1	14	1	32	
Other Groups (please specify)	8	3	2	0	13	1				1	
Total	202	70	21	19	312	20	2	16	3	41	

Section 3

Programs use the columns titled *location* to cite primary location. The site team should indicate in the column titled *site team findings* if the information provided is of *concern*, *adequate*, or a *strength*. If applicable, the team also makes comments in the *comments* column, citing sources of information. Commissioners use the *evaluation* and *comments* columns to state why an AS or EP is of concern or out of compliance.

Standard & Instructions		Location	Commission Evaluation				Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance	Comments	Concern	Adequate	Strength
PREAMBLE									
	Write a two to three page preamble addressing the unique quality and features of the program.								
AS 1	PROGRAM MISSION, GOALS, AND OBJECTIVES								
a.1 (AS 1.0)	Provide a copy of the Institution's Mission Statement.								
a.2 (AS 1.0) (EP 1.1) (EP 1.2) (EP 2.0)	Provide a copy of the Program's Mission Statement.								
a.3 (AS 1.1)	Provide a copy of the Program Goals.								
a.4 (AS 1.2) (EP 1.1) (EP 3.0) (EP 3.1)	Provide a copy of the Program Objectives.								

Standard & Instructions		Location	Commission Evaluation				Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance	Comments	Concern	Adequate	Strength
b. (AS 1.3)	Provide a list of the ways the program informs its constituents about its mission, goals, and objectives.								
c. (AS 1.0) (AS 1.1) (AS 1.2)	Provide a one page narrative discussing the linkage of mission, goals, and objectives and connection to relevant EP citations.								
AS 2	CURRICULUM – ALL PROGRAMS								
a. (AS 2.0)	Provide a one page narrative on how the curriculum is consistent with program goals and objectives and organized as a coherent and integrated whole.								
b. (AS 2.0)	Provide a list of specific liberal arts requirements and a one-page narrative discussing how the curriculum is grounded in the liberal arts.								

Standard & Instructions		Location	Commission Evaluation			Comments	Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance		Concern	Adequate	Strength
c.	<i>Using the program's field manual or other documents, supply page numbers from program field manual or other documents and/or web address citations for the following standards:</i>								
AS 2.1									
AS 2.1.1									
AS 2.1.2									
AS 2.1.3									
AS 2.1.4									
AS 2.1.5									
AS 2.1.6									
AS 2	BACCALAUREATE FOUNDATION CURRICULUM CONTENT								
a. (AS B2.0.1)	Provide a one half-page discussion of its conception of generalist social work practice.								
b. (AS B2.0.1) (EP 4.0 – EP 4.7)	Provide a three to four page discussion of coverage of the 8 content areas in its professional foundation curriculum.								
c. (AS B2.0.1)	Provide a two page summary of how generalist social work practice is addressed throughout the professional foundation curriculum.								

Standard & Instructions		Location	Commission Evaluation				Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance	Comments	Concern	Adequate	Strength
AS 2	MASTER'S FOUNDATION AND CONCENTRATION CURRICULUM CONTENT								
a. (AS M2.0.1) (EP 4.0 – EP 4.7) (EP 5.0)	Provide a three to four page discussion of its coverage of the 8 foundation content areas and concentration curriculum content.								
b. (AS M2.0.1)	Provide a one to two page discussion of its conception of advanced practice and how it provides greater depth, breadth, and specificity beyond the professional foundation.								
c. (AS M2.0.1)	Provide a two to three page narrative about the concentration curriculum including its objectives, conceptual framework, design and content, and field education.								

Standard & Instructions		Location	Commission Evaluation				Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance	Comments	Concern	Adequate	Strength
AS 3	PROGRAM GOVERNANCE, ADMINISTRATIVE STRUCTURE, AND RESOURCES								
a. (AS 3.0) (AS 3.0.1) (AS 3.0.2)	Document faculty's curriculum oversight and involvement in recruitment, hiring, retention, promotion, and tenure of program personnel.								
b. (AS 3.0.3) (AS B3.0.3) (AS M3.0.3)	Submit a completed copy of Guidelines for Submission of Faculty Data for the chief administrator.								
c. (AS 3.0.4)	List percent release time for chief administrator.								
d. (AS 3.0.5)	Submit a completed copy of Guidelines for Submission of Faculty Data for the field education director.								
e. (AS 3.0.)	List percent release time for field director.								

Standard & Instructions		Location	Commission Evaluation				Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance	Comments	Concern	Adequate	Strength
f. (AS 3.1) (AS 3.1.1) (AS 3.1.2) (AS 3.1.4)	Provide a Program Expense Budget.								
g. (AS 3.1.3) (AS 3.1.5)	Provide a Librarian's Report.								
AS 4	FACULTY								
a. (AS 4.0) (AS 4.1)	Provide a one page narrative on use of full and part-time faculty in relation to goals and objectives.								
b. (AS 4.2) (AS B4.2.1) (AS M4.2.1)	Complete the faculty data tables in Section 2 of this Reaffirmation Compliance Audit Review Brief.								
c. (AS 4.2)	Provide a Faculty Summary form.								

Standard & Instructions		Location	Commission Evaluation				Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance	Comments	Concern	Adequate	Strength
d. (AS 4.3)	Provide a one half page narrative on qualifications of faculty who teach required practice courses.								
e. (AS 4.4)	Provide a copy of faculty workload policy.								
AS 4 and AS 7	FACULTY AND PROGRAM RENEWAL								
a. (AS 4.0) (AS 7.1) (AS 7.2)	For all faculty submit a completed copy of Guidelines for Submission of Faculty Data.								
AS 5	STUDENT PROFESSIONAL DEVELOPMENT								
	<i>Supply page numbers or citations from the student handbook or other documents for the following standards:</i>								
AS 5.0 and AS M5.1									
AS 5.2									
AS 5.3, AS 5.3.1 and M5.3.2									
AS 5.4									
AS 5.5									
AS 5.6									
AS 5.7									

Standard & Instructions		Location	Commission Evaluation				Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance	Comments	Concern	Adequate	Strength
AS 6	NONDISCRIMINATION AND HUMAN DIVERSITY								
(AS 6.0)	Provide a three to four page description of how the program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity are practiced; show how the learning context is nondiscriminatory and respects the profession's fundamental tenets; and describe how its learning context and educational program and its curriculum model understanding of and respect for diversity.								
AS 7	PROGRAM RENEWAL								
a. (AS 7.0)	Provide a one-page narrative on program exchanges with external constituencies.								

Standard & Instructions		Location	Commission Evaluation				Site Team Findings		
		Document Title/Page #	Compliance	Concern	Noncompliance	Comments	Concern	Adequate	Strength
AS 8	PROGRAM ASSESSMENT AND CONTINUOUS IMPROVEMENT								
a. (AS 8.0)	Provide a one to five page description and graphic presentation of the program's assessment plan and procedures.								
b. (AS 8.1)	Provide a three to four page summary of the data collected for each program objective.								
c. (AS 8.1)	Provide a two page narrative indicating how the analysis of data is used to affirm or improve the program.								

Section 4

This section is used by the Commission Reader to make a recommendation for Alternative to the Traditional Self Study Instructions for the Site Team.

1. Commission Reader Name:

2. Recommended Decision:

3. List and number areas of strength, concern and/or non-compliance and, for each, cite the Accreditation Standard and/or Educational Policy. For areas of concern and non-compliance, write a brief discussion of the issues you have identified and instructions to the site team. Your brief statement becomes language for use in the COA Site Team Instructions letter.

a. Areas of Strength:

b. Areas of Concern:

c. Areas of Non-compliance:

Section 5

This section is used by the Site Team Chair to provide a summary of the Team's findings.

1. Site Visit Date:

2. Site Team Members:

3. Groups and Individuals from the Program and Institution who met with the Site Team:

4. Areas of Strength: From Section 3 list the number of the standard(s) marked as "Strength" including associated comments.

5. Areas Needing Additional Content and/or Clarification:
 - a. From Section 3 list the number of the standard(s) marked as "concern" including associated comments.

 - b. Additional comments to communicate your understanding of the program:

Section 6

This section is used by the Commission Reader to make a recommendation for Alternative Reaffirmation Determination.

1. Commission Reader Name:

2. Recommended Decision:

3. List and number areas of strength, concern and/or non-compliance and, for each, cite the Accreditation Standard and/or Educational Policy. For areas of concern and non-compliance, write a brief discussion including the issue and how you would instruct the program to fix it. Your brief statement becomes language for use in the COA Alternative Reaffirmation Determination letter.
 - a. Areas of Strength:

 - b. Areas of Concern:

 - c. Areas of Non-compliance: