



June 20, 2023

Leslie Ludgate, MSW, LCSW, DSW
Professor, Social Work and African Studies
Dunshire University
Pawnee, IN
LLudgate@dunshire.edu
111-867-5309

RE: *Letter of Instruction*
College of Waffles (WA)
Baccalaureate Social Work Program
2022 Educational Policy and Accreditation Standards (EPAS)

Dear Professor Ludgate:

At its June 2023 meeting, the Board of Accreditation (BOA) reviewed the self-study submitted by the social work program and issued this *Letter of Instruction (LOI)* to the site visitor.

Instructions for General Questions

Discuss general questions related to the following accreditation standards with the program: Program Mission (**AS 1.0**), Anti-Racism, Diversity, Equity, and Inclusion (ADEI) (**AS 2.0**), Explicit Curriculum (**AS 3.0**), Implicit Curriculum (**AS 4.0**), and Assessment (**AS 5.0**).

Instructions for Specific Questions

Area(s) of Concern

In taking this action, the BOA identified the following area(s) of concern.

Accreditation Standard 2.0.1: The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

The program provided specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, and equity. However, the program did not identify continuous efforts within the explicit curriculum related to inclusion.

The site visitor is asked to discuss with the program one or more specific and continuous program-level effort within the explicit curriculum related to inclusion.

Accreditation Standard 2.0.2: The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

The program provided examples of specific and continuous efforts held by the larger institution related to anti-racism, diversity, equity, and inclusion. However, it is unclear whether the baccalaureate social program had an active role in the planning and implementation of these efforts.

The site visit is asked to discuss with program its specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

Accreditation Standard B3.3.6: The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.

The program discussed that all baccalaureate students receive field supervision from individuals with social work degrees. However, the program did not specify that the degrees are either a baccalaureate or master's in social work from a CSWE-accredited program nor that they possess two-years post-social work degree practice experience in social work. In addition, the program did not describe how it reviews the required field instructor qualifications nor explain an alternative process/mechanism for providing field instruction/supervision for students without a qualified field instructor at their field setting. Lastly, the program did not cite the location of its written related materials nor describe how its processes are articulated to students and field personnel.

The site visitor is asked to discuss with the program its field instructor qualifications. In addition, the site visitor is asked to discuss with the program how it reviews the required field instructor qualifications and its alternative process/mechanism for providing field instruction/supervision for students without a qualified field instructor at their field setting. Lastly, the site visitor is asked to review the location of materials and discuss with the program how these processes are articulated to students and field personnel.

Accreditation Standard 4.1.1: The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

The program provided its admission policies and reported that the policies are equitable and inclusive. However, the program did not discuss how these policies make the program equitable and inclusive for underrepresented groups, as well as historically and currently oppressed groups, according to their context.

The site visitor is asked to discuss with the program how its admission policies make the program equitable and inclusive for underrepresented groups, as well as historically and currently oppressed groups, according to their context

Accreditation Standard 4.1.8: The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

The program described how students provide input into the implicit and explicit curriculum on the institutional level. However, the program did not discuss its program-level policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

The site visitor is asked to discuss with the program its policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum, at the baccalaureate program level.

Accreditation Standard 4.4.5: The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

The program described its resources and supports that reduce barriers while optimizing accessibility and equity for all its students and provided examples for supportive technology and physical space, however, the program did not provide a minimum of two examples for student services. In addition, the program did not clearly describe the sufficiency of its physical spaces. The program also did not make an explicit statement regarding the sufficiency of its supportive technology, student services, nor physical spaces.

The site visitor is asked to discuss with the program a minimum of two examples of how its student services reduce barriers while optimizing accessibility and equity for all its students. In addition, the site visitor is asked to discuss with the program the sufficiency of its physical spaces. Lastly, the site visitor is asked to discuss with the program the sufficiency of its supportive technology, student services, and physical spaces in reducing barriers while optimizing accessibility and equity for all its students

Accreditation Standard 5.0.1(c): The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

The program explained the process to formally reviews its assessment plan and competency-based student learning outcomes. In addition, while the program described making two specific changes to the explicit curriculum, the program did not provide a clear linkage to the recent assessment data collected as presented in **Accreditation Standard 5.0.1(b)**.

The site visitor is asked to discuss with the program at least two (2) specific changes made to the explicit curriculum with clear linkage to the recent assessment data collected as presented in **Accreditation Standard 5.0.1(b)**.

Site Visit Assignment

Visit Date: March 31, 2024

Visit Location:

College of Waffles
1 Friendship & Learning Blvd.
Pawnee, IN 40004

Role, Scope, and Boundaries of the Site Visitor

The site visit is an important step in the peer-review reaffirmation process. Certified site visitors operate under the authority and jurisdiction of the Board of Accreditation (BOA). The visitor's role is that of information gatherer. Visitors do not determine compliance nor recommend a decision type. Visitor also do not offer advice, suggestions, feedback, opinions, nor instructions to the program. The BOA is the sole arbiter of compliance.

Visitors may only discuss visit-related information with parties directly involved with the accreditation process (i.e., program, program's CSWE accreditation specialist, and the BOA).

The content of the visit and report are structured around collecting clarifying information pertaining to general and specific questions raised in this BOA-issued LOI. All programs respond to general questions. When the program's self-study is unclear, incomplete, inadequate, inconsistent, or inaccurate the relevant accreditation standard(s) are cited by the BOA in the LOI, and instructions are provided to the visitor to collect clarifying information from the program. The visitor reviews the self-study in its entirety in advance of the visit for program context; however, only accreditation standards identified in this LOI may be discussed with the program. Information beyond the boundaries of this LOI shall not be discussed, requested, nor reported.

Visit Preparation

Using this letter as a guide, collaborate with the program's primary contact to plan the site visit schedule, including the names and positions of those with whom you will meet. Meetings are conducted with program administrators, faculty, and students and the institution's president/chancellor or their designee (e.g., provost). Any additional program stakeholders, groups, or individuals, with whom you elect to meet should be driven by the accreditation standards identified in this LOI. The visitor may not meet with additional constituent groups beyond the agreed upon schedule without the program's consent.

A [sample schedule](#) is available on the CSWE website.

A [general questions bank](#) is available to assist site visitors and programs in preparing to engage in discussion regarding the general standards discussed at every site visit.

The program's primary contact is provided a copy of this LOI for informational and preparatory purposes to plan the visit.

No later than 30-days prior to the visit, the program is expected to email you an electronic copy of the exact self-study submitted to the BOA.

Programs do not submit formal written responses to this LOI nor furnish the visitor with supplemental materials in advance of the visit.

Communication & Documentation

During the visit, visitors are expected to give the program opportunities to provide information that clarifies the BOA's questions. Programs are permitted to show documentation, visuals, or materials explicitly requested in this LOI to the visitor. However, the visitor does not collect nor submit these materials with their report. The program is responsible for documenting compliance and submitting evidence in their formal written response to the Site Visit Report. The visitor collects the clarifying information as directed in this LOI via discussion with program stakeholders.

Following the close of the visit, any communication between the site visitor and program primary contact ceases, except for submitting any required documentation for reimbursement of travel expenses. Remaining questions or concerns are directed to the program's CSWE accreditation specialist. The visitor destroys/deletes the program's documents upon confirmation of acceptance of the report by the program's CSWE accreditation specialist.

Site Visit Report

The visitor uses this LOI to report their findings to the BOA via the Site Visit Report Template, attached separately.

Within 2-weeks of the conclusion of the site visit, the visitor sends one (1) electronic Word document copy of the report to Donna Wyatt, MSW, Accreditation Specialist, in the Department of Social Work Accreditation at dwyatt@cswe.org.

Report content is written in the visitor's own words and reflects objective and factual findings collected via discussion with program stakeholders. The report shall not refer the BOA to the any prior accreditation documents nor any documentation shown during the visit. The report shall not include copied/pasted narrative nor excerpts. All evidence of compliance must be provided by the program in their response to the Site Visit Report.

Program Response to the Site Visit Report

Programs shall not submit a formal written response to this LOI. Instead, the program will submit a formal written response to the Site Visit Report.

Upon receipt of the Site Visit Report, the CSWE accreditation specialist reviews and processes the report. This review process results in the program receiving the report beyond the 2-weeks granted for the visitor to submit the report to CSWE.

Within 2-weeks of receiving the report from CSWE, the program sends one (1) electronic Word document copy of the report to Donna Wyatt, MSW, Accreditation Specialist, in the Department of Social Work Accreditation at dwyatt@cswe.org.

The program responds to each accreditation standard identified in this LOI and Site Visit Report. The response shall not refer the BOA to the any prior accreditation documents. The response must include any documentation shown during the visit. All evidence of compliance must be provided by the program in their response.

Formatting & Submission Requirements

The response must align with the formatting and submission requirements detailed in the [Accreditation Policy Handbook](#).

Policies, Procedures, & Resources

Policies and procedures regarding the site visit are located in the [Accreditation Policy Handbook](#). Additional visit [resources](#) are available on the CSWE website.

Decision Types

BOA Reaffirmation decision types are described in the [Accreditation Policy Handbook](#).

CSWE Accreditation Contact

Program primary contacts may schedule a consultation with their assigned CSWE accreditation specialist to discuss this BOA decision letter. The CSWE accreditation volunteer coordinator is also available before, during, and after the visit to address any visit logistics questions, clarify volunteer expectations, or provide visit resources.

If there are any questions about this letter or the policies, procedures, and actions of the Board of Accreditation, please contact Donna Wyatt, MSW, Accreditation Specialist in CSWE's Department of Social Work Accreditation at dwyatt@cswe.org.

As accreditation is a peer-review process, we cannot accomplish our work without your dedicated service. Thank you for your volunteer contributions to social work education accreditation.

Sincerely,

Chair, Board of Accreditation

Cc: **Primary Contact:**
Chris Perkins, MSW, LMSW, PhD
Program Director and Professor, Social Work
College of Waffles
1 Friendship & Learning Blvd.
Pawnee, IN 40004
cperkins@all_the_waffles.edu
196-842-3089

Attached Separately: Site Visit Report Template