

**Highlight features of the pre-publication,**

**CAEP Handbook: Guidance on self-study reports for Accreditation of Advanced-Level Programs (9/22/17)**

Feature	Explanation
<p><b>1. Standard 5 is first rather than last in the presentation</b></p>	<ul style="list-style-type: none"> <li>• Continuous improvement is a critical feature of CAEP’s standards (in Standard 5).</li> <li>• Continuous improvement is also a requirement that all accreditor’s standards must address under standards of the higher education accreditation agency (CHEA).</li> <li>• Placing Standard 5 first indicates that continuous improvement can only happen when the EPP has an effective quality assurance system that produces and analyzes useful data.</li> <li>• Making a case that any CAEP standard is met depends on the capacities of the quality assurance system and the use of data for internal investigation of the EPP’s progress.</li> </ul>
<p><b>2. There is a longer section on conducting self-studies and writing Self-Study Reports (SSRs)</b></p>	<ul style="list-style-type: none"> <li>• Materials from different places in the 2016 Handbook, and from “general rules” in Evidence Sufficiency Criteria distributed at recent CAEPCons, have been brought together in one place.</li> <li>• Section B of the <i>Handbook</i> addresses: conducting the self-study, writing the report, building a case that a standard is met, use of data in self-study reports, and CAEP’s themes of diversity and applications of technology.</li> </ul>
<p><b>3. There is more emphasis on “standards” and their principal concepts, and less on individual “components”</b></p>	<ul style="list-style-type: none"> <li>• The <i>Handbook</i> gives greater weight to the main focus of each standard as a whole, and to rigorous evidence, instead of treating all components as if they were equal.</li> <li>• Components provide detail about the intent of the standard and its interpretation.</li> <li>• See the “underlying concepts and considerations” section under each standard; these summarize the focus of each standard.</li> <li>• See new “reflection question” prompts under each standard; these are to help EPPs focus an investigation of their own performance in relation to CAEP standards, and build a case that a standard is met. (e.g., see reflection questions, p. 19 for Standard 5; p. 25 for Standard 1)</li> </ul>
<p><b>4. There are evidence sufficiency criteria in Appendix A</b></p>	<ul style="list-style-type: none"> <li>• Appendix A contains suggestions for self-study report contents to document standards, describes what site teams will try to establish as they examine the self-study report, and specifies criteria that teams will apply in their evaluation of the evidence. It concludes with lists of insufficiencies that can lead to CAEP findings of areas for improvement (AFIs), stipulations, or determining that a standard is not met.</li> <li>• These are refined from “evaluation rubrics” in the 2016 Handbook and adapted for use with Advanced-level programs. They have been available in recent CAEPCons.</li> </ul>
<p><b>5. The evidence examples are all together under each standard, not separated by components</b></p>	<ul style="list-style-type: none"> <li>• This change is part of giving greater emphasis to the standard as a whole.</li> <li>• The examples are similar to those in the 2016 Handbook, modified as appropriate to fit Advanced-level standards.</li> <li>• And while all of the examples for each standard appear together, they are grouped under headings for the main concepts found in each standard.</li> </ul>
<p><b>6. The language describing “required components” is different</b></p>	<ul style="list-style-type: none"> <li>• The phrase “required components” has been modified.</li> <li>• The term now emphasizes the <u>evidence</u> needed for a component--e.g., “evidence must demonstrate that component 5.4 is met”</li> <li>• “Evidence” is a more accurate description of what CAEP accreditation depends on to judge sufficiency.</li> </ul>
<p><b>7. For Advanced-level programs, the guidance in this Handbook and the AIMS template links for guidance are consistent</b></p>	<ul style="list-style-type: none"> <li>• As a general point, EPPs should use CAEP Handbooks as their guide for preparation of self-study reports since they contain more information about self-studies and accreditation procedures. For example, they suggest evidence, things to remember when writing the Self-Study Report, and ways to make a compelling case for a standard.</li> <li>• The CAEP self-study report (SSR) templates, in the AIMS system, are used by EPPs to assemble text for their SSR. In each template location where the EPP is to insert their summary statement for a standard, there is a link to guiding paragraphs for the EPP to use.</li> <li>• With this new <i>Handbook</i>, the <i>Handbook</i> guidance and the template guidance are aligned so that they give the same message about advanced-level programs.</li> <li>• A few places that differ will be edited in the Template in the next few weeks to be consistent with this Handbook.</li> </ul>