



COUNCIL ON SOCIAL WORK EDUCATION

**Commission on Accreditation  
Department of Social Work Accreditation**

## **2015 EPAS | INTERPRETATION GUIDE** *(version 2.24.2021)*

This is a companion document to the 2015 EPAS, providing programs with information for navigating the accreditation process and understanding the Commission on Accreditation's (COA) meaning, intent, and interpretation of the EPAS. Interpretations further clarify the COA's expectations for each standard and provides guidance for developing clear and concise written compliance narratives in accreditation documents. As programs continue 2015 EPAS implementation efforts, the COA and the Department of Social Work Accreditation (DOSWA) publishes resources, training dates, and offers year-round consultative services to support accreditation processes.

**Disclaimer:** *This companion document will be periodically updated by COA and DOSWA. Accreditation information is subject to change. When updates and/or changes occur, the program's primary contact will be notified, the guide will be posted publicly on the CSWE website, and recent changes will be highlighted. Always confirm that the program is utilizing the most current version of this document when implementing the 2015 EPAS and/or writing an accreditation document by visiting the Accreditation webpages at [www.cswe.org](http://www.cswe.org). Programs are solely responsible for implementing, demonstrating, and maintaining compliance with the EPAS at all times.*

**How to Use this Guide:** Use the quick links below to navigate to the section of your choice. If searching for a specific standard, perform a search / find to locate the standard quickly. Finally, it is advisable to use this Guide as a final checklist before submitting a document to the COA to ensure each component of the standards are clearly addressed by the program. The primary reason for a citation is the narrative fails to address one or more components of the standard. Using this Guide as a checklist allows programs to cross-check their narrative with the COA's expectations per each standard.

Select a section below to review the information:

- [Accreditation Framework](#)
- [2015 EPAS Framework](#)
- [Navigating the Accreditation Process](#)
- [Standard-by-Standard Interpretations & Tips](#)

### **ACCREDITATION FRAMEWORK**

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The purposes of accreditation are:

- quality assurance;
- academic improvement; and
- public accountability.

The process expands beyond quality control. Accreditation is a developmental, reflective, and renewal process by which program stakeholders craft excellent educational experiences to prepare competent social work practitioners. While accreditation is reviewed at periodic intervals, programs are expected to maintain compliance between review cycles. Accreditation can be an impetus for:

- Innovation
- Experimentation
- Improvement

The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council on Higher Education Accreditation (CHEA) to accredit baccalaureate and master's degree programs in the United States and its territories.

The professional judgments of the COA are based on the Educational Policy and Accreditation Standards (EPAS) developed by the Commission on Educational Policy (COEP) and the COA.

As a CHEA-recognized programmatic accrediting body, the COA, and their partnership with COEP, are responsible for revising the EPAS at periodic intervals not to exceed seven (7) years.

The COA is composed of fellow social work educators, practitioners, and one public member. Commissioners are:

- Volunteers;
- Have background in social work education and practice (or public member);
- Active CSWE members with a minimum of 2-years site visitor experience; and
- Appointed for 3-year terms by the chair of the CSWE board of directors.

The COA convenes three (3) times per year: February, June, and October/November.

Accreditation is a peer-review process, accomplished via dedicated volunteer contributions of COA members and site visitors. The DOSWA staff liaise between the COA and the program, providing services, education and training opportunities, accreditation policies and procedures, and furnishing COA decision letters to programs.

The COA is the sole and final arbiter of compliance. Social work programs are solely responsible for implementing, demonstrating, and maintaining compliance with the 2015 EPAS.

## 2015 EPAS FRAMEWORK

### **Program Option Types and Definitions**

*This information is located in policy 1.2.4 in the [EPAS Handbook](#). When the policy refers to “curriculum,” this refers to the social work program curriculum, **not** general education requirements or non-social work curriculum.*

**Program Options:** “Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction” (2015 EPAS, pg. 22). Program options are **not** plans/calendars of study, such as advanced standing, full-time, part-time, 16-months, 2-years, weekend, evening, night, etc.; nor are they population-based plans such as an adult learning option.

**1. Face-to-Face/Traditional** – A majority, 51% or more, of the curriculum is delivered in-person at a primary physical location, such as a main campus.

**2. Distance Education** – Any curriculum delivery method in which there is a separation, in time or place, between the instructor(s) and student(s). This includes both synchronous (real-time) and asynchronous (self-paced) education models.

**2a. Online** – A majority, 51% or more, of the curriculum is delivered online.

**2b. Branch/Satellite Campus** – A majority, 51% or more, of the curriculum is delivered in-person at a location physically detached from the main campus.

**2c. Broadcast Site** – A majority, 51% or more, of the curriculum is broadcasted via television, audio, telephone, internet radio, livestream, computer-based video, or other modes of technology to students collectively convened in-person at program-established classroom location(s) physically detached from the main campus. Each physical classroom location to which the curriculum is broadcasted is considered a separate program option.

**2d. Correspondence** – The whole curriculum delivered through mailing materials (videos, texts, assignments, etc.) through the post to students.

**The following are not identified as a distinct program option:**

**2e. Learning Site** – Sites where only limited portions (50% or less) of the curriculum is offered offsite at a location physically detached from the main campus. A learning site is not considered an additional program option. A learning site should **not** be identified as a distinct program option in accreditation-related documents.

**3. Hybrid/Blended** – Locations where limited portions (50% or less) of the curriculum are delivered online at a previously established CSWE-approved location (e.g., main campus, branch campus, etc.). This model includes 50% of courses or less delivered fully virtually as well as individual courses delivered partially in-person and partially virtually. A hybrid curriculum design is not considered an additional program option. Rather, it is a face-to-face program option with online course offerings/elements. A hybrid curriculum design should **not** be identified as a distinct program option in accreditation-related documents.

## Notable Language changes from 2008 EPAS to the 2015 EPAS

- Foundation practice is now termed *Generalist* practice
- Advanced practice is now termed *Specialized* practice
- Concentration is now termed *Area of Specialized Practice*
  - a. *Area of Specialized Practice* is an umbrella term that gives the program autonomy to use a term of their choice, including concentrations, specializations, focus areas, advanced practice areas, tracks, or other terms.
- Practice behavior was simplified to *Behavior*

**Holistic Competence** – The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes.

**Dimensions** – Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program. The dimensions are:

- **Knowledge**
- **Values**
- **Skills**
- **Cognitive and Affective Processes\***

*\*This is one (1) dimension and should **not** be separated into two (2) distinct dimensions for accreditation purposes*

**Knowledge** generally includes learning the competencies and social work concepts.

**Skills** generally include the ability to apply or demonstrate competencies and social work concepts.

The definition of **Values** is located in [Educational Policy 1.0](#):

*Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.*

The definition of **Cognitive and Affective Processes** is located in the [2015 EPAS Glossary](#):

*Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)*

- *Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.*
- *Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.*
- *Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.*

Dimensions are features of holistic competence: students require social work knowledge, values, skills and cognitive and affective process to be competent social work practitioners.

The paragraph description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. The curriculum also prepares students for the demonstration of competence through the behaviors associated with the competency in *real or simulated practice* situations.

**Behaviors** – The bullet points under the paragraph description for each competency in the EPAS are a set of behaviors that integrate the dimensions of the competency. Behaviors are the observable components of the competency. Competence in *real or simulated practice* can only be demonstrated by behavior, and behavior cannot be demonstrated without incorporation of the knowledge, values, skills, and cognitive and affective processes associated with the competency. Thus, behaviors in the 2015 EPAS are only required in assessment of competency-based student learning outcomes in *real* (i.e., field education settings) or *simulated practice* (defined on pg. 22 of the 2015 EPAS) situations.

All four (4) competency dimensions are mapped in the explicit curriculum via the curriculum matrix (**AS B2.0.3; AS M2.0.3; and AS M2.1.4**), and a minimum of two (2) are assessed via competency-based student learning outcomes (**AS 4.0.1**).

### **Understanding Generalist Practice and Specialized Practice**

**Generalist Practice** – is defined as practice with diverse individuals, families, groups, organizations, and communities. Generalist practice is defined in **EP 2.0** and is:

- Grounded in liberal arts and person-in-environment framework
- Uses scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo, and macro levels
- Engages diversity in practice and advocates for human rights and social and economic justice
- Recognizes and builds upon the strengths and resiliency of all human beings

For generalist practice, baccalaureate and master's programs are required to implement the nine social work competencies (as described in [the 2015 EPAS](#) pages 7-9) and any additional competencies in their curricula relevant to their context. For generalist practice, programs must use *all behaviors exactly as written in the EPAS* and may choose to develop additional behaviors that represent observable components of each competency that integrate the dimensions.

**Specialized Practice** – For specialized practice, programs develop their area(s) of specialized practice by creating competency descriptions relevant to the area of specialized practice.

For each area of specialized practice, programs must **extend and enhance** the nine social work competencies and any additional competencies added by the program by describing the dimensions (knowledge, values, skills, and cognitive and affective processes) that comprise each of the competencies. **Extending and enhancing** the generalist competencies means *“providing students with knowledge, values, skills, cognitive and affective processes that are more advanced or more relevant to the area of specialized practice.”*

To **extend and enhance** the competencies for each area of specialized practice, programs must:

- Write a specialized competency description for each of the competencies (**AS M2.1.3**)

- Incorporate the four (4) dimensions into the competency description
- Use the competencies and dimensions to design the curriculum
  - Show how the curriculum is built around the knowledge, values, skills, and cognitive and affective processes necessary to develop competence as described for each competency for each area of specialized practice
- Develop specialized behaviors for each competency
  - These behaviors integrate the dimensions so that students can perform/demonstrate competence in *real or simulated* practice situations (e.g., field education settings)
  - Behaviors are the observable components of the competency

For some areas of specialized practice, for competencies 6-9, programs may **extend and enhance** those systems levels of practice (e.g., individuals, families, groups, organizations, and/or communities) that pertain to that specialization. For example, a program with a clinical specialization may decide that Competency 7: Assessment, only focuses on individuals, families, and groups and not include organizations and communities in their competency description or behaviors. However, for some specializations, the program should address all systems levels. Advanced Generalist is one such example, as are population-specific specializations such as Aging, Child and Youth, Addictions, etc. Please consult with the program's accreditation specialist if you have questions about any specializations in your program related to this option.

In the example below, note that the title of the competency is the same for generalist and specialized practice. Programs should **not** alter the titles of the competencies beyond modifying the relevant systems levels for competencies 6-9. What is different from generalist practice competencies is the specific knowledge, values, skills, and cognitive and affective processes, as well as behaviors. This reflects an **extension and enhancement** of the competency for a specific specialization. The CSWE [curricular guides](#) are also a resource, many of which feature sample **extended and enhanced** competencies and behaviors.

**Example competency description and behaviors for gerontological social work practice:**

***Competency 1: Demonstrate Ethical and Professional Behavior***

*Practitioners in aging respect the worth, dignity, and integrity of all older people and advocate for their self-determination, access to services, and ethical application of technology. They recognize ethical issues in practice and distinguish frameworks for decision-making that support older adults' needs and rights. To ensure ethical practice, they use self-reflection, self-regulation, and supervision, consultation, and lifelong learning to address how their attitudes and biases about aging and older adults may influence their personal and professional values and behaviors. Gero social workers recognize the dynamics of self-determination and the continuum of decision-making support. Practitioners in aging serve as leaders to ensure ethical practice with older adults and their care networks.*

- *Practitioners in aging with, and on behalf of, older adults and their constituencies:*
- *Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.*
- *Select and incorporate ethical decision-making frameworks that integrate social work values.*

- *Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.*
- *Recognizing social structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.*

### **Adding an Additional Generalist or Specialized Competency**

A program may choose to add one (1) or more competencies unique to the program's context. Competencies may be added at the generalist and/or specialized levels. Additional competencies do not need to include system levels (e.g., individuals, families, groups, organizations, and communities), Only the dimensions and behaviors must be addressed. For each additional competency, the program must develop a descriptive paragraph, infusing the four (4) dimensions, and also develop corresponding behaviors that will be operationalized in real or simulated practice.

Example additional competencies include (yet are not limited to): cultural humility, anti-racism, local / regional / population-based practice (with indigenous peoples, deaf community, immigrants and refugees, rural populations, etc.), global practice, military practice, leadership, bio-psycho-social-spiritual approach, holistic approach, etc.

When an additional competency is added, the following standards are affected: AS B/M2.0.2, AS B/M2.0.3, AS M2.1.2, AS M2.1.3, AS M2.1.4, AS B/M 2.2.2, AS M2.2.3, AS 2.2.7, AS B/M2.2.9, AS 4.0.1, AS 4.0.2, AS 4.0.3, and AS 4.0.4.

Programs adding additional **generalist-level competencies** must provide the competency descriptive paragraph and corresponding behaviors in AS B/M2.0.3, in a narrative preceding the matrix.

Program adding additional **specialized-level competencies** must provide the competency descriptive paragraph and corresponding behaviors in AS M2.1.3 in a narrative format.

### **Curriculum Matrices**

**Generalist Practice Matrix (B2.0.3 and M2.0.3)** – Programs must develop a curriculum map that explains how each competency is taught for development of competence during the course of the curriculum. The map provides the COA with an easy reference to how and where each competency is taught, including all four (4) dimensions per each competency. *Programs map the nine competencies and all four (4) dimensions for each competency across the curriculum.*

At a minimum, the generalist matrix must include:

- The nine social work competencies and any added competencies
- The required course(s) where each competency is demonstrated
- For competencies 6-9, the matrix identifies where individuals, families, groups, organizations, and communities are each reflected in the curriculum
- Specific course content (e.g., readings, modules, assignments, class activities, etc.) from required courses where each competency is demonstrated; select the strongest examples to include in the matrix, not all required courses/content need be mapped

- The dimension(s) (knowledge, values, skills, and cognitive and affective processes) associated with the course content for each competency
- All dimensions for each competency must be addressed somewhere in the curriculum; programs may find that multiple dimensions are covered by one assignment, activity, etc.
- Behaviors are **not** required in the curriculum matrix

**Specialized Practice Matrix (M2.1.4)** – Master’s programs develop their own competencies that extend and enhance the nine generalist social work competencies and any added competencies. Similar to generalist practice, master’s programs must develop a curriculum map that explains how each competency is taught for development of competence during the course of the curriculum for each area of specialized practice. The map provides the COA with an easy reference to how and where each competency is taught, including all four (4) dimensions per each competency. *Programs map the nine competencies and all four (4) dimensions for each competency across the curriculum.*

At a minimum the matrix must include:

- The nine social work competencies and any added competencies
- The required course(s) where each competency is demonstrated
- For competencies 6-9, the matrix identifies where the specialization-relevant systems levels (e.g., individuals, families, groups, organizations, and/or communities) are reflected in the curriculum
- Specific course content (e.g., readings, modules, assignments, class activities, etc.) from required courses where each competency is demonstrated; select the strongest examples to include in the matrix, not all required courses/content need be mapped
- The dimension(s) (knowledge, values, skills, and cognitive and affective processes) associated with the course content for each competency
- All dimensions for each competency must be addressed somewhere in the curriculum; programs may find that multiple dimensions are covered by one assignment, activity, etc.
- Behaviors are **not** required in the curriculum matrix

**Syllabi for Inclusion in Volume 2** – Programs must include uniform syllabi for all courses on the curriculum matrices, both at the generalist and specialized levels. It is not necessary to include syllabi for all required courses in the program, unless the program chooses to include all required courses in a matrix. The COA crosschecks syllabi with courses/content identified on the matrix in order to more fully understand how the program teaches the competencies and dimensions. Beyond requiring submission of uniform syllabi within accreditation documents, the COA does **not** have any requirements regarding the content or formatting of syllabi. Content and formatting of syllabi is completely within the purview of the program.

**Field Manual and Student Handbook for Inclusion in Volume 3** – Programs must include a social work field manual and student handbook. These two documents comprise Volume 3. Institution’s with both baccalaureate and master’s social work programs can combine field manuals and student handbooks, as long as all relevant policies and procedures are included and clearly labeled where they apply to baccalaureate and/or master’s students. The COA cross-checks the policies and procedures provided in the self-study narrative (Volume 1) with the field manual and student handbook (Volume 3); thus, the content submitted in Volume 1 must match the policies and procedures submitted in Volume 3. Beyond requiring submission of the manual and handbook, the COA does **not** have any requirements regarding the content or



formatting of the manual and handbook. Content and formatting of the field manual and student handbook is completely within the purview of the program. If a policy or procedure found in the manual or handbook cited by the COA, the program will not be asked to resubmit the Volume 3. Rather, the program must state that the manual or handbook was updated.

## **Assessment**

**Multi-Dimensional Assessment (AS 4.0.1)** – The 2015 EPAS requires programs to engage in multidimensional assessment. As indicated in previous sections, the four (4) dimensions of the competencies are: *knowledge, values, skills, and cognitive and affective processes*. Programs are expected to assess competence by identifying the dimension(s) associated with the competency and measuring students' performance at that level. Each competency description in the EPAS, or developed by master's programs for each specialization, contains information that corresponds to the knowledge, values, skills, and cognitive and affective processes necessary to demonstrate competence. At least two (2) dimensions per competency must be assessed. Behaviors are also required in assessment of student competence in *real or simulated practice* situations.

At the baccalaureate level:

- Programs choose their own measures; a minimum of two (2) per competency
  - Programs will have at least nine (9) competencies X two (2) measures per competency
- Programs are required to measure at least two (2) dimensions per competency
  - Programs do **not** need to assess every dimension for every competency
- One measure must be in real (i.e., field education settings) or simulated practice (defined on pg. 22 of the 2015 EPAS) situations
  - Programs must use the generalist behaviors exactly as written in the EPAS for the real or simulated practice measure (e.g., field instrument)
- The second measure can assess any dimension(s) (knowledge, values, skills, and/or cognitive and affective processes) and may be done via course-embedded measures, end-of-year exams or assignments, portfolios, comprehensive exit exams, etc.

At the master's level:

- Programs are required to measure at least two (2) dimensions per competency at both the generalist level (does not need to include advanced standing students) and specialized practice levels
  - Generalist-level competency is assessed via the competencies and behaviors as written in the EPAS
  - Specialized-level competency is assessed via the competencies and behaviors developed by the program for *each* area of specialized practice (**AS M2.1.3**)
- Programs choose their own measures; a minimum of two (2) per competency
  - Programs will have at least nine (9) competencies X two (2) measures per competency for generalist practice
  - Programs will have at least nine (9) competencies X two (2) measures per competency for *each* area of specialized practice
- Programs are required to measure at least two (2) dimensions per competency
  - Programs do **not** need to assess every dimension for every competency
- One measure must be in real (i.e., field education settings) or simulated practice (defined on pg. 22 of the 2015 EPAS) situations

- Programs must use the generalist behaviors exactly as written in the EPAS for the real or simulated practice measure (e.g., field instrument)
- Programs use their own developed behaviors for their area(s) of specialized practice (programs will have developed both competency descriptions and behaviors for each specialization in **AS M2.1.3**)
- The second measure can assess any dimension(s) (knowledge, values, skills, and/or cognitive and affective processes) and may be done via course-embedded measures, end-of-year exams or assignments, portfolios, comprehensive exit exams, etc.

**Assessment of Implicit Curriculum (AS 4.0.5)** – This is a new requirement with the 2015 EPAS. Programs will assess one aspect of the implicit curriculum as identified in **EP 4.0**.

- **EP 4.0** states, *“Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of **diversity, student development, faculty, administrative and governance structure, and resources.** Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.”*
- Minimally one area of implicit curriculum is required to be assessed
- Competencies, behaviors, dimensions, coursework, etc. are assessment of the explicit curriculum **not** the implicit curriculum
- Examples of implicit assessment instruments include exit surveys, interviews, focus groups, alumni surveys, culture/climate surveys, strategic planning process, etc.
- Programs assess the implicit curriculum for each program option

**Commercial Assessment Instruments and Packages** – The COA does not endorse third-party, commercial, standardized, or customized assessment instruments and packages. Although the COA does not prohibit the use of these commercial packages, it is the responsibility of programs to use assessment plans with assessment measures that are compliant with the 2015 EPAS.

## NAVIGATING THE ACCREDITATION PROCESS

### Preparation

1. Please refer to the [CSWE website/Accreditation tab](#) for all relevant information and resources (policies, procedures, due dates, forms, samples, etc.) to help you successfully navigate the accreditation process.
  - a. The [EPAS Handbook](#) houses the accreditation policies and procedures. The Handbook will be periodically updated. Accreditation staff are frequently contacted about the following sections. Staff suggest a review of the entire Handbook with specific attention to the following sections:
    1. 1.2.2. Postponement of Reaffirmation Review
    2. 1.2.3. Agenda Adjustments
    3. 1.2.4. Program Changes
    4. 1.2.5. Waivers to Accreditation Standards
    5. 1.2.11. Document Submission Policy
    6. 1.2.13. Use of Consultants
  - b. The [Directory of Accredited Programs](#) details accreditation history, next accreditation review date, and current contact info for all accredited and candidate programs.
  - c. COA [decisions](#) are posted publicly on the CSWE website 30-days after each meeting concludes.
  - d. Accreditation [PowerPoint presentations](#) covering a variety of high-demand topics are available for download.
2. Accreditation processes are self-managed.
  - a. Timetables ([select Timetables](#)) for each agenda date outline what is due, to whom, and when it must be submitted. Add these dates to your calendars, as programs will **not** receive prompts nor reminders.
  - b. The program's agenda date is published in the [Directory of Accredited Programs](#) as the next accreditation review date.
  - c. The timetable specifies the fees schedule ([select Fees](#)). For more information regarding fees or invoicing, please contact [feesaccred@cswe.org](mailto:feesaccred@cswe.org).
  - d. Please note, accreditation specialists do **not** handle accreditation, membership, or training fees or invoices.
3. The DOSWA offers Candidacy and Reaffirmation at-cost trainings and workshops throughout the year on a first-come, first-served basis.
  - a. Learn more about [trainings](#) and register online. For more information regarding trainings, please contact [accredworkshop@cswe.org](mailto:accredworkshop@cswe.org).
  - b. Please note, accreditation specialists do **not** handle training registration, fees, or logistics.

### Writing an Accreditation Document

3. Policy 1.2.11. *Document Submission Policy* in the [EPAS Handbook](#) provides formatting and submission requirements for each type of accreditation document.
  - a. Programs with multiple program options are expected to explicitly address each program option in response *each* accreditation standard.
    1. A separately labeled response must be provided for each program option. If the program's response to the standard is the same across all program options, the program must explicitly state this under the relevant

accreditation standard. Be cognizant of the standards in which the program's response is likely to differ due to a distinct learning environment at separate location(s) or via delivery method(s).

2. Program options are defined on pg. 21 of the 2015 EPAS as: *“Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.”* This includes branch/satellite campuses, online delivery method, etc.
- b. Program options are **not** plans/calendars of study, such as advanced standing, full-time, part-time, 16-months, 2-years, weekend, evening, night, etc.; nor are they population-based plans such as an adult learning option.
- c. The COA is paperless! Zero physical copies of accreditation documents are required. E-copies only will be accepted.
- d. Submit all documents in Microsoft Word or searchable PDF Format (unless otherwise noted in policy 1.2.11). Scanned documents are **not** accepted.
- e. **Appendices:** Information and relevant documentation for each standard must be included directly in response to that standard (not as appendices). This includes all forms, matrices, and tables.
  1. While the COA may accept information that is misplaced within the document, for example if it is not placed under the correct / relevant standard, commissioners will not search through the document for requested information.
  2. All relevant compliance information should be included directly in response to the corresponding standard.
  3. When inserting tables or graphics to articulate compliance, a narrative response to the standard must accompany the table or graphic. Alternatively, the narrative may be embedded directly in the table or graphic.
- f. Submissions are accepted by email or by mail via USB flash drive. Documents sent via the cloud, CD, SD, or DVD will **not** be accepted.
4. Most common types of accreditation documents include:
  - a. **Self-study:** (Reaffirmation) A formal process during which the educational program critically examines its structure, content, strengths, areas for improvement, effectiveness, and enhancement plans in alignment with the EPAS. The self-study is the mechanism for documenting compliance with the accreditation standards every eight (8) years.
  - b. **Benchmark:** (Candidacy) A formal process during which a new educational program documents compliance with a portion of accreditation standards over a 3-year period leading to a 4-year initial accreditation period.
  - c. **Visit Report:** Composed by a qualified and trained visitor, this report documents the clarifying information provided to the visitor via onsite discussion and dialogue with the program. Visitors are under the jurisdiction of the COA and do **not** determine compliance. There are two (2) types of visitors:
    1. Site Visitor = Reaffirmation
    2. Commission Visitor = Candidacy
  - d. **Program Response:** A formal written response to the visitor's report documenting compliance with all items raised in the Letter of Instruction and Site Visit Report (Reaffirmation) or Commission Visit Report (Candidacy). This is the program's final opportunity to demonstrate and document compliance in their own voice prior to receiving a decision from the COA.

- e. **Progress Report:** A formal written response to all outstanding concerns for which the program has not clearly demonstrated compliance during an accreditation review process.
  - f. **Restoration Report:** A formal written response to all outstanding noncompliance issues for which the program did not demonstrate compliance during an accreditation review process.
  - g. **Substantive Change Proposal:** A proposal documenting the program's compliance plan when preparing to offer a new program option in between accreditation review cycles. Policy 1.2.4. *Program Changes* in the [EPAS Handbook](#) provides detailed policies and procedures for submitting a *Substantive change Proposal*.
5. Self-studies and Benchmark documents comprise of three (3) volumes and one (1) review brief:
    - a. Volume 1 = narrative response to every accreditation standard, including supporting documentation, compiled into one (1) continuous document
      1. *Optional Tool:* [Self-study Volume 1 Template](#)
    - b. Volume 2 = course syllabi for required courses identified on the curriculum matrix compiled into one (1) continuous document
    - c. Volume 3 = student handbook and field manual compiled into one (1) continuous document
    - d. Review Brief = rubric for evaluating compliance used by the COA readers
  6. Write to the accreditation standard **not** the educational policies
    - a. Educational policies inform the program's response to the accreditation standards
      1. Educational policies are not to be altered nor need to be copied/pasted into accreditation documents
    - b. **B** – indicates standards applicable to baccalaureate programs only
    - c. **M** – indicates standards applicable to master's programs only
  7. Each separately accredited baccalaureate and master's program are individually evaluated for compliance by the COA
  8. As you write a self-study (reaffirmation) or benchmark (candidacy), use the corresponding [Review Brief](#) to ensure all compliance requirements for each standard are addressed. The review brief is the rubric commissioners use to evaluate compliance.
    - a. Use the compliance statements and subheadings to clearly address *each component* of the standard.
    - b. Explicitly address each program option in response to *each* standard.
  9. Required forms ([select Self-Study Forms](#)) must be submitted with your self-study or benchmark in response to the accreditation standards.
  10. **SAMPLE** curriculum matrices and assessment plans ([select Resources](#)) are available which will be helpful in the preparation of the self-study or benchmark document.
  11. The self-study content commonly reflects the full academic year prior to the submission of the document. This is typically referred to as the "year-of-record" and is flexible based upon the program's document due date.
    - a. While the document may capture the year prior to submission of the self-study, the program should be cognizant to update the document regarding any changes that strengthen the program's compliance. The most frequent change is composition of faculty, students, staff, and other personnel. With regard to program personnel, the program should capture the most up-to-date information in the self-study.

- b. The self-study or benchmark is your opportunity to tell the program's story to the COA!
  - c. Programs are the experts on their educational programs and are tasked with candidly, clearly, and concisely articulating the reality of how the program has implemented and compiles with the standards.
  - d. Commissioners appreciate clear and concise narrative. Information provided should *always* directly relate to the standard to which the program is responding. Do **not** include information beyond what the standard is requesting.
  - e. Since commissioners read for minimum compliance with the EPAS, verbose and elaborate writing styles are discouraged.
  - f. COA cannot make any assumptions; describe how the programs complies with *each component* of the standard.
  - g. Commissioners trust that programs are disclosing complete and accurate information.
12. If major changes are planned or experienced during your reaffirmation cycle, it is important to contact the program's accreditation specialist to discuss the change and how to report it.
- a. Per policy 1.2.4. *Program Changes* in the [EPAS Handbook](#): "*The program should not implement any changes that require a Substantive Change Proposal during the candidacy or reaffirmation process. The candidacy process begins with the submission of the benchmark 1 document and ends with an initial accreditation decision. The reaffirmation process begins with the submission of the self-study and ends with a reaffirmation decision.*"
13. The DOSWA encourages all administrators, full-time and part-time faculty, staff, students, field instructors, board members and other relevant program stakeholders to understand and actively participate in the accreditation process. Continuous accreditation efforts, including periodic reaffirmation reviews, are owned by and affect the entire program. Thus, team-based approaches are highly recommended.
- a. *Optional Tool*: [Self-Study/Benchmark Team Approach Grid](#)

### **Understanding the COA Review Process**

1. Accreditation reviews occur at the three (3) COA meetings annually: February, June, and October/November
2. Each accreditation specialist collaborates with a workgroup of five (5) commissioners (e.g., COA readers)
3. The specialist assigns each document to two (2) COA readers
  - o COA readers do **not** review materials from previous cycles or previously submitted materials (unless otherwise specified in policy)
4. Various types of documents may also be assigned by the COA to the specialist for review (e.g., progress reports, substantive changes, etc.)
5. The COA readers complete independent reviews
6. The reviews are sent to the specialist, compiled, and sent back to the readers for reconciling the decision type and each citation
7. Any decisions or citations where agreement is not met, are brought to the 5-person workgroup for resolution during the meeting
8. The workgroup finalizes all decision types and citations
9. All decisions are voted on and ratified by the 25-person COA
10. Programs are informed by the specialist of the decision, specifics, rationale, and any next steps after the meeting concludes

- For those under review for a decision, a courtesy email notification is sent within 1-2 weeks
- For those under review for a Letter of Instruction (LOI), a courtesy draft LOI is sent within 2-3 weeks or later once site visit selection process is complete
- All final/official signed COA letters are sent 30-days after the meeting per policy 1.1.10. *COA Decision Making* in the [EPAS Handbook](#)

## DOSWA Consultation Services

Review the [CSWE Accreditation Scope, Services, & Resources](#) document to understand how best to collaborate with accreditation staff throughout the accreditation process and between review cycles.

While accreditation staff may provide consultative services regarding the accreditation process and EPAS, the COA has sole and complete authority as the final arbiter of compliance with the EPAS. The program is solely responsible for implementing, demonstrating, and maintaining compliance with the EPAS.

Each accredited program is assigned one (1) accreditation specialist with whom they may collaborate. Accreditation specialists:

- Provide customized consultation on the accreditation process, EPAS, and COA interpretations, via phone, e-mail, video, and/or in-person at CSWE's Annual Program Meeting (APM) and the Baccalaureate Program Directors (BPD) conference
  - YouCanBookMe scheduling app conveniently linked in each specialist's email signature
  - Appointments are available to social work education programs only; not members of the public
  - Appointments may only be booked by the program's selected primary contact and/or their designees (per policy 1.2.7 in the [EPAS Handbook](#))
  - For public inquires, feel empowered to call CSWE headquarters at (703) 683-8080 to locate the staff member who can best respond to your question(s) or review our [Whom to Contact](#) info sheet
  - Consultations services are available year-round!
- Develop and maintain accreditation templates, forms, and resources
- Communicate COA decisions, rationales, and letters
- Provide guidance in navigating the reaffirmation or candidacy process and changes between review cycles
- Provide accurate accreditation-related information and resources to programs and the public
- Assist in understanding accreditation policies and procedures
- Conduct in-person and virtual trainings and offer educational opportunities to accredited and candidate programs in Alexandria, VA; at the annual APM; and/or online year-round
- Train and support site visitors and COA volunteers
- Collaborate in individualized and group settings with programs in their efforts to reach their accreditation goals
- Manage the COA document review process
- Liaise between the COA and the program in communicating citations, decisions, rationales for decision-making, and next steps
- Communicate with the program's selected primary contact (per policy 1.2.7 in the [EPAS Handbook](#)) and designees authorized by the primary contact to speak with the Accreditation Specialist
- Does **not** conduct document reviews, provide written feedback, nor offer live or on-demand reviews of written materials
- Does **not** determine compliance/noncompliance as COA has sole and final authority as the arbiter of compliance in regulation decision-making



Always confirm accuracy of accreditation-related information with the program's accreditation specialist!

### **Communications with DOSWA & COA**

Per policy 1.2.7. *Primary Contact, Information Sharing, and Release of COA Decision Letter* in the [EPAS Handbook](#), "Each accredited program selects one (1) primary contact. To streamline communication, the primary contact's responsibility is to represent the program in all exchanges with CSWE and the public." Review the policy to become familiar with the primary contact's scope of responsibilities and procedures for updating the primary contact.

Periodic accreditation updates are emailed to program's primary contact after COA meetings. An *Accreditation News Archive* is also publicly available on the [accreditation webpages](#) CSWE website.

### **Changes Between Accreditation Review Cycles**

The accreditation status obtained at initial accreditation or reaffirmation only covers the components that were reviewed in the self-study at the time of the COA review. Changes may take place within the program prior to its next scheduled accreditation review; however, some program changes impact compliance with EPAS and require reporting to the COA or DOSWA per policy 1.2.4 in the [EPAS Handbook](#). Changes that do **not** require reporting are also addressed. Accreditation is an elective, program-driven, and self-managed peer-review process. Programs are solely responsible for implementing, demonstrating, and maintaining compliance with the EPAS during and in-between review cycles.

## STANDARD-BY-STANDARD INTERPRETATIONS & TIPS

### Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

#### **Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

#### **Program Context**

Context encompasses the mission of the institution in which the program is located, and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

### **Accreditation Standard 1.0—Mission and Goals**

STANDARD	COMPLIANCE STATEMENTS	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<b>1.0.1:</b> The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.	Narrative provides the program’s mission statement.  Narrative explains how the program’s mission statement is consistent with the profession’s purpose and values.  The narrative should discuss any ways in which the program option mission	<ul style="list-style-type: none"> <li><b>AS 1.0</b> focuses less upon curricular offerings and more on the program’s mission statement.</li> <li>The mission statement is specific to program-level (master’s or baccalaureate) rather than school/department-level.</li> <li>Explain how there is consistency with the program’s mission statement, profession’s purpose, and values (profession’s purpose described on pg. 5 of <b>EPAS</b>; values described in <b>EP 1.0</b>). The linkages should be clear and explicit.</li> <li>Discuss each component of the profession’s purpose and values as written in the <b>EP 1.0</b> using subheadings.</li> </ul>	<b>COMPLIANCE AT BENCHMARK 1 and 3</b>

	differs from the on-campus program (if applicable).	<ul style="list-style-type: none"> <li>• It can be helpful to think of specific components of the program mission and tie those to specific components of both the profession’s purpose and values.</li> <li>• Consider including a table identifying the components of the program’s mission, profession’s purpose, and values to visually demonstrate the relationship.</li> <li>• Tables help clarify consistency and visually separate text, however, a narrative discussion of <i>how</i> the mission is consistent with each component should be included.</li> <li>• In addition to highlighting areas of consistency and overlap, it will be necessary to provide a discussion on <i>how</i> these areas are consistent with one another.</li> <li>• It can be helpful to bold, underline, italicize, etc. the components of the mission that align with components of the purpose and values to highlight language consistencies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>1.0.2:</b> The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.</p>	<p>Narrative explains how the program’s mission is consistent with the institutional mission.</p> <p>Narrative explains how the program’s mission is consistent with the program’s context across all program options.</p> <p>The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).</p>	<ul style="list-style-type: none"> <li>• <b>AS 1.0</b> focuses less upon curricular offerings and more on the program’s and host institution’s mission statement.</li> <li>• The program’s mission is consistent with the institutional mission and emphasizes the program’s context (context defined in <b>EP 1.0</b>). The linkages should be clear and explicit.</li> <li>• Discuss the mission statement’s consistency, rather than programmatic components’ consistency.</li> <li>• Context can emerge from the institution’s orientation (faith-based, for example) or the geography (urban, rural, and regional) or other elements unique to the program such as “global” framework.</li> <li>• The context component is important in this standard, as programs will develop the discussion around <i>how</i> the program’s mission is consistent with this context.</li> <li>• Are there certain contextual aspects, such as region-specific features or religious affiliation, that have influenced the program’s mission?</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<ul style="list-style-type: none"> <li>• For example, does the program equip students to work with a particular population based on your context? Is your student population commuter, non-traditional, first generation, etc.?</li> <li>• What elements of the program's context will fully allow the COA to understand your program's story? What contextual elements influence your program?</li> <li>• Consider including a table identifying the components of the program's mission, institution's mission, and program's context to visually demonstrate the relationship.</li> <li>• Tables help clarify consistency and visually separate text, however, a narrative discussion of <i>how</i> the program's mission is consistent with the institutional mission must be included.</li> <li>• It can be helpful to bold, underline, italicize, etc. the components of the program's mission that aligns with components of the institutional mission and program's context to highlight language consistencies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>1.0.3:</b> The program identifies its goals and demonstrates how they are derived from the program's mission.</p>	<p>Narrative identifies the program's goals.</p> <p>Narrative demonstrates how the program's goals are derived from the program's mission.</p> <p>The narrative should discuss goals for all program options (if different from one option to the other) and demonstrate how they are derived from the program's mission.</p>	<ul style="list-style-type: none"> <li>• <b>AS 1.0</b> focuses less upon curricular offerings and more on the program's mission statement.</li> <li>• Goals represent the elements or component parts of the mission.</li> <li>• There should be a brief narrative describing <i>how</i> the goals are derived from the mission with specific linkages between the two.</li> <li>• Discuss how each goal is individually derived from the program's mission.</li> <li>• Goals are <b>not</b> identical to the nine social work competencies (<b>EPAS</b> pgs. 7-9).</li> <li>• Goals are specific to program-level (master's or baccalaureate) rather than school/department-level.</li> <li>• There is no required number of goals.</li> <li>• The program is typically the subject of the goal (i.e., the program will...).</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<ul style="list-style-type: none"><li>• Goals may focus upon important elements of the program’s operations and impact such as students, competency-based education, unique educational programming, community relationships, research, faculty development, alumni engagement, etc.</li><li>• Consider including a table identifying the components of the program’s mission and goals to visually demonstrate the relationship.</li><li>• Tables help clarify alignment and visually separate text, however, a narrative discussion of <i>how</i> the program goals are derived from the mission must be included.</li><li>• It can be helpful to bold, underline, italicize, etc. the components of the mission that align with components of the goals to highlight language consistencies.</li><li>• Use subheadings to clearly address each component of the standard.</li><li>• Each program option should be explicitly addressed in response to each standard.</li></ul>	
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## **Explicit Curriculum**

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

### **Educational Policy 2.0—Generalist Practice**

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. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the **EPAS** identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

The nine Social Work Competencies are listed in the **EPAS** on pp. 7-9. Programs may add competencies that are consistent with their mission and goals and respond to their context. The descriptions of the nine Social Work Competencies presented in the **EPAS** identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice

**Competency 4:** Engage In Practice-informed Research and Research-informed Practice

**Competency 5:** Engage in Policy Practice

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Accreditation Standard B2.0—Generalist Practice**

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<p><b>B2.0.1:</b> Discusses how its mission and goals are consistent with generalist practice as defined in <b>EP 2.0</b>.</p>	<p>Narrative explains how the program’s mission is consistent with generalist practice.</p> <p>Narrative explains how the program’s goals are consistent with generalist practice.</p> <p>If program options have different missions and/or goals, discuss for each program option.</p>	<ul style="list-style-type: none"> <li>• This standard focuses less upon curricular offerings and more on the program’s mission statement and the definition of generalist practice in <b>EP 2.0</b>.</li> <li>• This standard asks for a brief discussion of <i>how</i> the definition of generalist practice (located in <b>EP 2.0</b>) is consistent with the program’s mission and goals detailed in <b>AS 1.0</b>.</li> <li>• Discuss each component of the generalist practice definition located in <b>EP 2.0</b>.</li> <li>• Consider including a table identifying the components of the program’s mission, program’s goals, and definition of generalist practice to visually demonstrate the relationship.</li> <li>• Tables help clarify consistency and visually separate text, however, a narrative discussion of <i>how</i> the program’s mission and goals are consistent with the generalist practice definition must be included.</li> <li>• It can be helpful to bold, underline, italicize, etc. bold, underline, italicize, etc. the components of the mission and goals that align with components of the generalist practice definition to highlight language consistencies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>
<p><b>B2.0.2:</b> The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.</p>	<p>Narrative provides a rationale for the program’s formal curriculum design across all program options.</p> <p>Narrative explains how the program’s curriculum design is used to develop a coherent and integrated curriculum for both</p>	<ul style="list-style-type: none"> <li>• This is a discussion of the concepts, theories, pedagogical ideas, and precepts that inform the formal curriculum design for generalist practice (e.g., plan of study).</li> <li>• What content is engaged before what? What content is engaged concurrently? Why? How is course content integrated with field? Is there a developmental order to the curriculum? Why does the configuration of your courses make coherent sense overall?</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

	<p>classroom and field across all program options.</p>	<ul style="list-style-type: none"> <li>• Is there a logical progression through the curriculum? How does a student experience the curriculum from admission through graduation?</li> <li>• For example, if a program representative were to walk a prospective student through the generalist level of the program what would that look like and <i>why</i>?</li> <li>• It is helpful to include a visual semester-by-semester plan of study, typically a table/chart provided by the registrar's office.</li> <li>• Narrative should focus on required social work courses (i.e., content all students receive) but may include summary information regarding electives, general education requirements, certificate programs, dual degree programs, and other optional curricular offerings.</li> <li>• Rather than provide a list of courses and descriptions (e.g., course catalog), programs are expected to provide a narrative describing <i>how</i> the courses influence and build upon each other, as opposed to discussing each course individually.</li> <li>• Programs may consider sectioning the narrative by semester or year depending upon the curriculum design.</li> <li>• Programs determine the formal/official title of the degree awarded.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
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<p><b>B2.0.3:</b> The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program</p>	<p>Programs that <b>add additional generalist-level competencies</b> must provide the competency descriptive paragraph and corresponding behaviors in a narrative preceding the matrix (if applicable).</p> <p>Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.</p>	<ul style="list-style-type: none"> <li>• The nine generalist social work competencies and corresponding behaviors are articulated in the <b>EPAS</b> pgs. 7-9.</li> <li>• The descriptive paragraph under each competency title, informs the content that should be reflected in the generalist curriculum and represents the underlying content and processes that informs the bulleted behaviors. Behaviors are the observable components of the competency which operationalize the competency in <i>real or practice situations</i> (e.g., field education settings).</li> <li>• The generalist matrix maps specific generalist curriculum course content to the nine social work competencies (and any other competencies added by the program) as well as the four (4) dimensions (knowledge, values, skills, and cognitive &amp; affective processes) of each competency.</li> <li>• At a minimum, the generalist practice matrix should include: <ul style="list-style-type: none"> <li>○ the nine social work competencies (and any other competencies added by the program);</li> <li>○ the course call number and full course titles where each competency is implemented;</li> <li>○ specific course content (e.g., readings, modules, assignments, in-class activities, etc.) where each competency is implemented; and</li> <li>○ the four (4) dimensions (knowledge, values, skills, and cognitive &amp; affective processes) associated with the course content for each competency.</li> </ul> </li> <li>• The matrix should be in a table format.</li> <li>• The accreditation department has developed a <b>SAMPLE</b> matrix. The CSWE website houses the sample matrix.</li> <li>• The intent and purpose of the curriculum matrix different than the assessment plan matrix. The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency/dimension which all students are learning in the classroom. The assessment plan matrix details</li> </ul>	<p><b>DRAFT AT BENCHMARK 1 (Including Syllabi)</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3 (Including Syllabi)</b></p>
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		<p>how the program is capturing competency-based student learning outcomes. These matrices do <b>not</b> need to match even if the program is using a course-embedded measure assessment model.</p> <ul style="list-style-type: none"> <li>• The curriculum matrix is different than the assessment plan. The matrix is a snapshot of the strongest examples where the program implements all four (4) dimensions of each competency through specific course content. This is <b>not</b> where/how the program is assessing student learning outcomes. <ul style="list-style-type: none"> <li>○ The curriculum matrix purpose = the strongest teaching/learning touchpoints (via specific course content) for each competency and dimension.</li> <li>○ The assessment plan purpose = the two (2) or more measures used to assess competency-based student learning outcomes.</li> </ul> </li> <li>• Required courses, or content all students are receiving, should be included in the matrix. <ul style="list-style-type: none"> <li>○ Not every course must appear on the matrix, only required courses with content strongly exemplifying each competency/dimension required for all students.</li> <li>○ Elective courses are <b>not</b> included on the matrix.</li> <li>○ Content on the matrix must be delivered to all students. For example, if the program has a series of required courses in which a student must take 1 of 3 courses; then the same piece of content must be consistent across all 3 courses in order to include it in the matrix.</li> <li>○ It is helpful to feature a spread of required courses from across the generalist curriculum.</li> </ul> </li> <li>• The curriculum matrix is <b>not</b> intended to serve as a comprehensive curricular map. Instead, it should include the strongest / best examples of competency-based learning in the curriculum. <b>Not</b> every instance of competency-based learning in the curriculum.</li> <li>• In the matrix, include a <i>brief</i> description of the course content, explaining what the specific content entails rather than only listing the content title.</li> </ul>	
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		<ul style="list-style-type: none"><li>• Competencies 6-9 should be delineated by systems levels (e.g., individuals, families, groups, organizations, and communities).</li><li>• A program may choose to add one (1) or more competencies unique to the program's context. If the program elects to add additional competencies, they should be included in the matrix.</li><li>• All <b>four (4) dimensions</b> should be mapped to <i>each</i> competency, including any competencies added by the program.</li><li>• Include page numbers in matrix, referring readers to Volume 2 (syllabi), and continuously paginate Volume 2 so that COA readers may easily crosscheck the specific course content with the syllabi.<ul style="list-style-type: none"><li>○ Title the specific course content consistently between the matrix and syllabi.</li><li>○ If the curriculum matrix is cited by the COA, the program will be asked to resubmit the syllabi.</li></ul></li><li>• Use labels to clearly address each component of the compliance statement within the matrix.</li><li>• Each program option should be explicitly addressed in response to each standard.</li></ul>	
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**Accreditation Standard M2.0—Generalist Practice**

<b>STANDARD</b>	<b>COMPLIANCE STATEMENT</b>	<b>COA INTERPRETATIONS &amp; TIPS</b>	<b>DRAFT/COMPLIANCE</b> <i>This column is applicable to candidacy programs only!</i>
<p><b>M2.0.1:</b> The program explains how its mission and goals are consistent with generalist practice as defined in <b>EP 2.0</b>.</p>	<p>Narrative explains how the program’s mission is consistent with generalist practice as defined in EP 2.0.</p> <p>Narrative explains how the program’s goals are consistent with generalist practice as defined in EP 2.0.</p> <p>If program options have different missions, discuss for each program option.</p>	<ul style="list-style-type: none"> <li>• This standard focuses less upon curricular offerings and more on the program’s mission statement and the definition of generalist practice in <b>EP 2.0</b>.</li> <li>• This standard asks for a brief discussion of <i>how</i> the definition of generalist practice (located in <b>EP 2.0</b>) is consistent with the program’s mission and goals detailed in <b>AS 1.0</b>.</li> <li>• Discuss each component of the generalist practice definition located in <b>EP 2.0</b>.</li> <li>• Consider including a table identifying the components of the program’s mission, program’s goals, and definition of generalist practice to visually demonstrate the relationship.</li> <li>• Tables help clarify consistency and visually separate text, however, a narrative discussion of <i>how</i> the program’s mission and goals are consistent with the generalist practice definition must be included.</li> <li>• It can be helpful to bold, underline, italicize, etc. bold, underline, italicize, etc. the components of the mission and goals that align with components of the generalist practice definition to highlight language consistencies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p align="center"><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>
<p><b>M2.0.2:</b> The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and</p>	<p>Narrative provides a rationale for the program’s formal curriculum design for generalist practice across all program options.</p>	<ul style="list-style-type: none"> <li>• This is a discussion of the concepts, theories, pedagogical ideas, and precepts that inform the formal curriculum design for generalist practice (e.g., plan of study).</li> <li>• What content is engaged before what? What content is engaged concurrently? Why? How is course content</li> </ul>	<p align="center"><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

<p>integrated curriculum for both classroom and field.</p>	<p>Narrative explains how the program’s curriculum design for generalist practice is used to develop a coherent and integrated curriculum for both classroom and field across all program options.</p>	<p>integrated with field? Is there a developmental order to the curriculum? Why does the configuration of your courses make coherent sense overall?</p> <ul style="list-style-type: none"> <li>• Is there a logical progression through the curriculum? How does a student experience the curriculum from admission through the generalist curriculum?</li> <li>• For example, if a program representative were to walk a prospective student through the generalist level of the program what would that look like and <i>why</i>?</li> <li>• It is helpful to include a visual semester-by-semester plan of study, typically a table/chart provided by the registrar’s office.</li> <li>• Narrative should focus on required social work courses (i.e., content all students receive) but may include summary information regarding electives, general education requirements, certificate programs, dual degree programs, and other optional curricular offerings.</li> <li>• Rather than provide a list of courses and descriptions (e.g., course catalog), programs are expected to provide a narrative describing <i>how</i> the courses influence and build upon each other, as opposed to discussing each course individually.</li> <li>• Programs may consider sectioning the narrative by semester or year depending upon the curriculum design.</li> <li>• Programs determine the formal/official title of the degree awarded.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M2.0.3:</b> The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.</p>	<p>Programs that <b>add additional generalist-level competencies</b> must provide the competency descriptive paragraph and corresponding behaviors in a narrative preceding the matrix (if applicable).</p>	<ul style="list-style-type: none"> <li>• The nine generalist social work competencies and corresponding behaviors are articulated in the <b>EPAS</b> pgs. 7-9.</li> <li>• The descriptive paragraph under each competency title, informs the content that should be reflected in the generalist curriculum and represents the underlying content and processes that informs the bulleted behaviors. Behaviors are the observable components of the competency which operationalize the</li> </ul>	<p><b>DRAFT AT BENCHMARK 1 (Including Syllabi)</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3 (Including Syllabi)</b></p>

	<p>Program provides a matrix illustrating how the program's generalist practice curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.</p>	<p>competency in <i>real or practice situations</i> (e.g., field education settings).</p> <ul style="list-style-type: none"> <li>• The generalist matrix maps specific generalist curriculum course content to the nine social work competencies (and any other competencies added by the program) as well as the four (4) dimensions (knowledge, values, skills, and cognitive &amp; affective processes) of each competency.</li> <li>• At a minimum, the generalist practice matrix should include: <ul style="list-style-type: none"> <li>○ the nine social work competencies (and any other competencies added by the program);</li> <li>○ the course call number and full course titles where each competency is implemented;</li> <li>○ specific course content (e.g., readings, modules, assignments, in-class activities, etc.) where each competency is implemented; and</li> <li>○ the four (4) dimensions (knowledge, values, skills, and cognitive &amp; affective processes) associated with the course content for each competency.</li> </ul> </li> <li>• The matrix should be in a table format.</li> <li>• The accreditation department has developed a <b>SAMPLE</b> matrix. The CSWE website houses the sample matrix.</li> <li>• The intent and purpose of the curriculum matrix is different than the assessment plan matrix. The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency/dimension which all students are learning in the classroom. The assessment plan matrix details how the program is capturing competency-based student learning outcomes. These matrices do <b>not</b> need to match even if the program is using a course-embedded measure assessment model.</li> <li>• The curriculum matrix is different than the assessment plan. The matrix is a snapshot of the strongest examples where the program implements all four (4) dimensions of each competency through specific course content. This is <b>not</b> where/how the program is assessing student learning outcomes.</li> </ul>	
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- The curriculum matrix purpose = the strongest teaching/learning touchpoints (via specific course content) for each competency and dimension.
- The assessment plan purpose = the two (2) or more measures used to assess competency-based student learning outcomes.
- Required courses, or content all students are receiving, should be included in the matrix.
  - Not every course must appear on the matrix, only required courses with content strongly exemplifying each competency/dimension required for all students.
  - Elective courses are **not** included on the matrix.
  - Content on the matrix must be delivered to all students. For example, if the program has a series of required courses in which a student must take 1 of 3 courses; then the same piece of content must be consistent across all 3 courses in order to include it in the matrix.
  - It is helpful to feature a spread of required courses from across the generalist curriculum.
- The curriculum matrix is **not** intended to serve as a comprehensive curricular map. Instead, it should include the strongest / best examples of competency-based learning in the curriculum. **Not** every instance of competency-based learning in the curriculum.
- In the matrix, include a *brief* description of the course content, explaining what the specific content entails rather than only listing the content title.
- Competencies 6-9 should be delineated by systems levels (e.g., individuals, families, groups, organizations, and communities).
- A program may choose to add one (1) or more competencies unique to the program's context. If the program elects to add additional competencies, they should be included in the matrix.
- All **four (4) dimensions** should be mapped to each competency, including any competencies added by the program.

		<ul style="list-style-type: none"><li>• Include page numbers in matrix, referring readers to Volume 2 (syllabi), and continuously paginate Volume 2 so that COA readers may easily crosscheck the specific course content with the syllabi.<ul style="list-style-type: none"><li>○ Title the specific course content consistently between the matrix and syllabi.</li><li>○ If the curriculum matrix is cited by the COA, the program will be asked to resubmit the syllabi.</li></ul></li><li>• Use labels to clearly address each component of the compliance statement within the matrix.</li><li>• Each program option should be explicitly addressed in response to each standard.</li></ul>	
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### Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in **EP 2.0**, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

### Accreditation Standard M2.1— Specialized Practice

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<p><b>M2.1.1:</b> The program identifies its area(s) of specialized practice (<b>EP M2.1</b>) and demonstrates how it builds on generalist practice.</p>	<p>Narrative identifies the program’s area(s) of specialized practice across all program options.</p> <p>Narrative demonstrates how the program’s areas of specialized practice build on generalist practice across all program options.</p>	<ul style="list-style-type: none"> <li>• Specialized practice prepares students for practice roles with a specific population, problem area, method of intervention, perspective or approach to practice (<b>EP M2.1</b>).</li> <li>• List the name of each specialization (e.g., advanced generalist, clinical, policy, etc.), and discuss <i>how</i> each area of specialized practice builds upon the elements of generalist practice (as defined in <b>EP 2.0</b>).</li> <li>• Discuss <i>how</i> each specialization builds upon one or more of the following systems levels: individuals, families, groups, organizations, and/or communities.</li> <li>• Consider including a table for each specialization identifying how the specialization aligns with components of the definition of generalist practice to visually demonstrate the relationship.</li> <li>• Tables help clarify consistency and visually separate text, however, a narrative discussion of <i>how</i> each area of specialized practice builds upon the generalist practice definition in <b>EP 2.0</b> must be included.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<ul style="list-style-type: none"> <li>• It can be helpful to bold, underline, italicize, etc. the elements of the specialization that build upon the elements of the generalist practice definition in <b>EP 2.0</b> to highlight language consistencies.</li> <li>• Though “area of specialized practice” is an umbrella term, a program may use language such as specialization, concentration, track, focus, area, etc. as a label.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M2.1.2:</b> The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.</p>	<p>Narrative provides a rationale for the program’s formal curriculum design for specialized practice across all program options.</p> <p>Narrative explains how the program’s curriculum design for specialized practice is used to develop a coherent and integrated curriculum for both classroom and field across all program options.</p>	<ul style="list-style-type: none"> <li>• This is a discussion of the concepts, theories, pedagogical ideas, and precepts that inform the formal curriculum design for <i>each</i> specialization (e.g., plan of study).</li> <li>• What content is engaged before what? What content is engaged concurrently? Why? How is course content integrated with field? Is there a developmental order to the curriculum? Why does the configuration of your courses make coherent sense overall?</li> <li>• Is there a logical progression through the curriculum? How does a student experience the curriculum from admission through graduation?</li> <li>• For example, if a program representative were to walk a prospective student through the specialized level of the program what would that look like and <u>why</u>?</li> <li>• It is helpful to include a visual semester-by-semester plan of study, typically a table/chart provided by the registrar’s office.</li> <li>• Narrative should focus on required social work courses (i.e., content all students receive) but may include summary information regarding electives, general education requirements, certificate programs, dual degree programs, and other optional curricular offerings.</li> <li>• Rather than provide a list of courses and descriptions (e.g., course catalog), programs are expected to provide a narrative describing <u>how</u> the courses influence and build upon each other, as opposed to discussing each course individually.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<ul style="list-style-type: none"> <li>• Programs may consider sectioning the narrative by semester or year depending upon the curriculum design.</li> <li>• Programs determine the formal/official title of the degree awarded.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M2.1.3:</b> The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.</p>	<p>Narrative describes how each of the program’s areas of specialization extend and enhance each of the nine competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization across all program options.</p>	<ul style="list-style-type: none"> <li>• Specialized practice extends and enhances the nine required competencies (and any other competencies added by the program) beyond generalist practice as defined in <b>EP 2.0</b>.</li> <li>• Extending and enhancing the nine required generalist competencies (and any other competencies added by the program) means providing students with knowledge, values, skills, and cognitive &amp; affective processes that are advanced or more relevant to the area of specialized practice.</li> <li>• Programs can create additional competencies specific to an area of specialized practice that are only covered at the specialized level.</li> <li>• Programs extend and enhance the nine social work competencies (and any other competencies added by the program) for its specializations by developing a descriptive paragraph incorporating the four (4) dimensions (knowledge, values, skills, and cognitive &amp; affective processes) that comprise each competency and corresponding behaviors.</li> <li>• The descriptive paragraph under each competency title, informs the content that should be reflected in the specialized curriculum and represents the underlying content and processes that informs the bulleted behaviors. Behaviors are the observable components of the competency which operationalize the competency in <i>real or practice situations</i> (e.g., field education settings). <ul style="list-style-type: none"> <li>○ A minimum of one (1) behavior should be developed per competency. There is no maximum number of expected behaviors per competency.</li> </ul> </li> </ul>	<p align="center"><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<ul style="list-style-type: none"> <li>• The accreditation department has developed <b>SAMPLES</b> of extended and enhanced competencies and behaviors. The CSWE website houses the samples. Programs may also refer to the curricular guides on the CSWE website for <b>SAMPLE</b> extended and enhanced competencies and behaviors.</li> <li>• Extending and enhancing goes beyond adding the specialization name to each competency or behavior.</li> <li>• Each competency should include the title, descriptive paragraph incorporating the four (4) dimensions, and bulleted behaviors specific to the area of specialized practice. <ul style="list-style-type: none"> <li>○ For competencies 1-5, the competency title will remain the same as the nine generalist level competences, however, the competency description (paragraph) and bulleted behaviors will be re-written by the program.</li> <li>○ For competencies 6-9, the competency title may change depending upon which relevant systems levels (e.g., individuals, families, groups, organizations, and/or communities) the program chooses to focus on for each specialization. The extended and enhanced systems levels should match what the program identified in response to <b>AS M2.1.1</b>.</li> </ul> </li> <li>• The advanced generalist and population-specific specializations and should extend enhance all five (5) systems levels.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M2.1.4:</b> For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any</p>	<p>Program provides a matrix illustrating how the program’s specialized practice curriculum content implements the nine required social work competencies and any additional competencies</p>	<ul style="list-style-type: none"> <li>• Programs develop and write the specialized social work competencies and corresponding behaviors for each area of specialized practice.</li> <li>• The descriptive paragraph under each competency title, informs the content that should be reflected in the specialized curriculum and represents the underlying content and processes that informs the bulleted behaviors. Behaviors are the observable components of the competency which operationalize the</li> </ul>	<p><b>DRAFT AT BENCHMARK 1 (Including Syllabi in Volume 2)</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

<p>additional competencies added by the program.</p>	<p>added by the program across all program options.</p>	<p>competency in <i>real or practice situations</i> (e.g., field education settings).</p> <ul style="list-style-type: none"> <li>• Each specialized matrix maps specific specialized curriculum course content to the nine social work competencies (and any other competencies added by the program) as well as the four (4) dimensions (knowledge, values, skills, and cognitive &amp; affective processes) of each competency.</li> <li>• At a minimum, each specialized practice matrix should include: <ul style="list-style-type: none"> <li>○ the nine social work competencies (and any other competencies added by the program);</li> <li>○ the course call number and full course title where each competency is implemented;</li> <li>○ specific course content (e.g., readings, modules, assignments, in-class activities, etc.) where each competency is implemented; and</li> <li>○ the four (4) dimensions (knowledge, values, skills, and cognitive &amp; affective processes) associated with the course content for each competency.</li> </ul> </li> <li>• The matrix should be in a table format.</li> <li>• The accreditation department has developed a <b>SAMPLE</b> matrix. The CSWE website houses the sample matrix.</li> <li>• The intent and purpose of the curriculum matrix is different than the assessment plan matrix. The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency/dimension which all students are learning in the classroom. The assessment plan matrix details how the program is capturing competency-based student learning outcomes. These matrices do <b>not</b> need to match even if the program is using a course-embedded measure assessment model.</li> <li>• The curriculum matrix is different than the assessment plan. The matrix is a snapshot of the strongest examples where the program implements all four (4) dimensions of each competency through specific course content. This is <b>not</b> where/how the program is assessing student learning outcomes.</li> </ul>	<p><b>(Including Syllabi in Volume 2)</b></p>
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- The curriculum matrix purpose = the strongest teaching/learning touchpoints (via specific course content) for each competency and dimension.
- The assessment plan purpose = the two (2) or more measures used to assess competency-based student learning outcomes.
- Required courses, or content all students are receiving, should be included in the matrix.
  - Not every course must appear on the matrix, only required courses with content strongly exemplifying each competency/dimension required for all specialization students.
  - Elective courses are **not** included on the matrix.
  - Content on the matrix must be delivered to all students. For example, if the program has a series of required courses in which a student must take 1 of 3 courses; then the same piece of content must be consistent across all 3 courses in order to include it in the matrix.
  - It is helpful to feature a spread of required courses from across the specialized curriculum.
- The curriculum matrix is **not** intended to serve as a comprehensive curricular map. Instead, it should include the strongest / best examples of competency-based learning in the curriculum. **Not** every instance of competency-based learning in the curriculum.
- In the matrix, include a *brief* description of the course content, explaining what the specific content entails rather than only listing the content title.
- Competencies 6-9 should be delineated by systems levels (e.g., individuals, families, groups, organizations, and/or communities) relevant to the specialization.
- A program may choose to add one (1) or more competencies unique to the program's context. If the program elects to add additional competencies, they should be included in the matrix.
- All **four (4) dimensions** should be mapped to each competency, including any competencies added by the program.

		<ul style="list-style-type: none"><li>• Include page numbers in matrix, referring readers to Volume 2 (syllabi), and continuously paginate Volume 2 so that COA readers may easily crosscheck the specific course content with the syllabi.<ul style="list-style-type: none"><li>○ Title the specific course content consistently between the matrix and syllabi.</li><li>○ If the curriculum matrix is cited by the COA, the program will be asked to resubmit the syllabi.</li></ul></li><li>• Use labels to clearly address each component of the compliance statement within the matrix.</li><li>• Each program option should be explicitly addressed in response to each standard.</li></ul>	
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## Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

### Accreditation Standard 2.2—Field Education

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings	Narrative explains how the program's field education program connects the theoretical and conceptual contributions of classroom and field across all program options.	<ul style="list-style-type: none"> <li>• This is a discussion of how classroom instruction is linked to the field experience.</li> <li>• How are class and field intentionally integrated? Describe their symbiotic relationship using specific examples.                             <ul style="list-style-type: none"> <li>○ Identify specific concepts and theories learned in a variety of courses, including but not limited to field seminar.</li> <li>○ It is insufficient to discuss field seminar only.</li> </ul> </li> <li>• Include examples of activities, assignments, etc. students complete that connect field and the classroom.                             <ul style="list-style-type: none"> <li>○ For example, do students participate in journaling? Any assignments that include students taking a case from field and incorporating it into a course assignment? Do students engage in process recordings, term papers, case-based analysis, critical self-reflective exercises, presentations, etc.?</li> <li>○ What underlying theories and/or concepts are integrated into the examples? <i>How</i> do these examples allow students to integrate</li> </ul> </li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>



		<p>classroom-learned theories and concepts to practice in field?</p> <ul style="list-style-type: none"> <li>• For master’s programs, discuss examples from both the generalist and specialized curriculums.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>B2.2.2:</b> The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.</p>	<p>Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.</p> <p>Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.</p>	<ul style="list-style-type: none"> <li>• This is a discussion about how the program ensures the field education experience captures the full scope of generalist practice.</li> <li>• Programs provide examples of how field-settings allow opportunities for students to practice competencies with the five (5) systems levels: individuals, families, groups, organizations, and communities.</li> <li>• Examples that assert students have opportunities to practice with all five (5) systems levels include: <ul style="list-style-type: none"> <li>○ <i>Mechanisms:</i> Learning agreements, field-setting contracts, memorandum of understanding, site visit agendas, field instructor orientation, etc.</li> <li>○ <i>Examples:</i> In a table format, select a few field-settings and provide examples of tasks, roles, and/or opportunities relevant to each of the five (5) systems levels. Alternatively, provide various sample deidentified completed learning agreements. <b>Examples do not need to be connected to a field agency; a list of sample competency-based tasks may be provided.</b></li> </ul> </li> <li>• Considering limited field practice opportunities in some areas, it is within the purview of the field education program to coach field sites to creatively meet the learning needs of students and ensure students experience the full scope of generalist practice.</li> <li>• Learning opportunities are <b>not</b> expected to be consistent across field sites.</li> <li>• Include relevant policies from the program’s field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

		<ul style="list-style-type: none"> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M2.2.2:</b> The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.</p>	<p>Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.</p> <p>Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.</p>	<ul style="list-style-type: none"> <li>This is a discussion about how the program ensures the field education experience captures the full scope of generalist practice.</li> <li>Programs provide examples of how field-settings allow opportunities for students to practice competencies with the five (5) systems levels: individuals, families, groups, organizations, and communities.</li> <li>Examples that assert students have opportunities to practice with all five (5) systems levels include: <ul style="list-style-type: none"> <li><i>Mechanisms:</i> Learning agreements, field-setting contracts, memorandum of understanding, site visit agendas, field instructor orientation, etc.</li> <li><i>Examples:</i> In a table format, select a few field-settings and provide examples of tasks, roles, and/or opportunities relevant to each of the five (5) systems levels. Alternatively, provide various sample deidentified completed learning agreements. <b>Examples do not need to be connected to a field agency; a list of sample competency-based tasks may be provided.</b></li> </ul> </li> <li>Considering limited field practice opportunities in some areas, it is within the purview of the field education program to coach field sites to creatively meet the learning needs of students and ensure students experience the full scope of generalist practice.</li> <li>Learning opportunities are <b>not</b> expected to be consistent across field sites.</li> <li>Include relevant policies from the program’s field manual.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>M2.2.3:</b> The program explains how its field education program provides specialized practice</p>	<p>Narrative identifies how the program’s field education program provides specialized opportunities for</p>	<ul style="list-style-type: none"> <li>This is a discussion about how the program ensures the field education experience captures the full scope of specialized practice opportunities.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK</b></p>

<p>opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.</p>	<p>students to demonstrate social work competencies within an area of specialized practice across all program options.</p> <p>Narrative illustrates how these specialized practice opportunities are accomplished in field settings across all program options.</p>	<ul style="list-style-type: none"> <li>• Programs provide examples of how field-settings allow opportunities for students to practice competencies within an area of specialized practice. <ul style="list-style-type: none"> <li>○ For competencies 6-9, for each area of specialized practice, the relevant systems levels (i.e., individuals, families, groups, organizations, and/or communities) should be discussed and described.</li> </ul> </li> <li>• Examples that assert students have opportunities to practice with all five (5) systems levels include: <ul style="list-style-type: none"> <li>○ <i>Mechanisms:</i> Learning agreements, field-setting contracts, memorandum of understanding, site visit agendas, field instructor orientation, etc.</li> <li>○ <i>Examples:</i> In a table format, select a few field-settings and provide examples of tasks, roles, and/or opportunities relevant to each of the five (5) systems levels. Alternatively, provide various sample deidentified completed learning agreements. <b>Examples do not need to be connected to a field agency; a list of sample competency-based tasks may be provided.</b></li> </ul> </li> <li>• Considering limited field practice opportunities in some areas, it is within the purview of the field education program to coach field sites to creatively meet the learning needs of students and ensure students experience the full scope of generalist practice.</li> <li>• Learning opportunities are <b>not</b> expected to be consistent across field sites.</li> <li>• Include relevant policies from the program’s field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p style="text-align: center;"><b>2 and 3</b></p>
<p><b>2.2.4:</b> The program explains how students across all program options in its field education program demonstrate social work</p>	<p>Narrative explains how students across all program options in the program’s field education program demonstrate social work</p>	<ul style="list-style-type: none"> <li>• This is a discussion of how the field education program ensures demonstration of social work competencies is through in-person contact, which refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.</li> </ul>	<p style="text-align: center;"><b>DRAFT AT BENCHMARK 1</b></p> <p style="text-align: center;"><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

<p>competencies through in-person contact with clients and constituencies.</p>	<p>competencies through in-person contact with clients and constituencies.</p>	<ul style="list-style-type: none"> <li>• Students must be interacting with humans, <b>not</b> simulations, avatars, etc. <ul style="list-style-type: none"> <li>○ Simulation may supplement the student's education, but not replace required field experience hours.</li> <li>○ How does the program ensure students are completing required field education hours within field-settings rather than simulated practice situations?</li> </ul> </li> <li>• Provide examples of how this is accomplished.</li> <li>• How does the program ensure in-person contact is accomplished? Via a mechanism (e.g., learning agreements, field-setting contracts, etc.)? How is the mechanism reviewed to verify in-person contact is occurring?</li> <li>• Include relevant policies from the program's field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>2.2.5:</b> The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.</p>	<p>Narrative describes how the program's field education program provides a minimum of 400 hours of field education for baccalaureate programs across all program options.</p> <p>Narrative describes how the program's field education program provides a minimum of 900 hours for master's programs across all program options.</p>	<ul style="list-style-type: none"> <li>• Where in the curriculum are students completing field education hours (junior, senior, 16 hours per week for 3 terms, summer block placements, etc.)?</li> <li>• Master's programs with advanced standing status option, discuss how the program ensures that advanced standing students complete a total of 900 field education hours between their accredited baccalaureate and master's social work programs.</li> <li>• Simulated practice situations may supplement the student's education, but not replace required field experience hours.</li> <li>• Include relevant policies from the program's field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>2.2.6:</b> The program provides its criteria for admission into field education and explains</p>	<p>Narrative provides the program's criteria for admission into field</p>	<ul style="list-style-type: none"> <li>• Detail all criteria for admission to field education.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p>

<p>how its field education program admits only those students who have met the program's specified criteria.</p>	<p>education across all program options.</p> <p>Narrative explains how the program's field education program admits only those students who have met the program's specified criteria across all program options.</p>	<ul style="list-style-type: none"> <li>○ Criteria may be found in the student handbook, field manual, and/or on the application itself.</li> <li>○ For example, criteria may include admission to field upon admission to the social work program, prerequisite course work, interview, essay, minimum GPA, reviewing relevant professional codes of conduct, field manual, or preparatory materials, completion of online learning modules, etc.</li> <li>● Programs can simultaneously admit students into both the program and field education and use the same criteria and process for both.</li> <li>● Discuss the process for implementing those criteria.</li> <li>● It is helpful to explain how any dispositional criteria (e.g., personal essays, interviews, readiness for field, professional maturity/behaviors, etc.) are evaluated.</li> <li>● Does the program have a mechanism for ensuring only students who have met the criteria are admitted into field?</li> <li>● Include relevant policies from the program's field manual.</li> <li>● Use subheadings to clearly address each component of the standard.</li> <li>● Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>2.2.7:</b> The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.</p>	<p>Narrative describes how the program's field education program specifies policies, criteria, and procedures for selecting field settings across all program options.</p> <p>Narrative describes how the program's field education program specifies policies, criteria, and procedures for placing and monitoring students across all program options.</p>	<ul style="list-style-type: none"> <li>● This is a full discussion of the administration of the field education program. Much of this material may be adaptable from the program's field manual and related documents.</li> <li>● For each component of this standard be sure to discuss policies, criteria, and procedures separately. There are 18 components to this standard. Detail separate <i>policies, procedures, and criteria</i> for: <ul style="list-style-type: none"> <li>○ Selecting field-settings</li> <li>○ Placing students</li> <li>○ Monitoring students</li> <li>○ Supporting student safety</li> <li>○ Evaluating student learning</li> <li>○ Evaluating field-setting effectiveness</li> </ul> </li> <li>● <b>Definitions of policies, procedures, and criteria</b></li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

	<p>Narrative describes how the program’s field education program specifies policies, criteria, and procedures for supporting student safety across all program options.</p> <p>Narrative describes how the program’s field education program specifies policies, criteria, and procedures for evaluating student learning and field setting effectiveness congruent with the social work competencies, including any additional competencies added by the program across all program options.</p>	<ul style="list-style-type: none"> <li>○ Policy: A rule or regulation. The specific written policy that is published and available to stakeholders and ensures continuity even with turnover.</li> <li>○ Procedures: Series of steps or actions. The specific steps undertaken by the program to implement the policy.</li> <li>○ Criteria: Principles or standards for decision making or the minimum benchmarks for evaluation.</li> <li>● Students can assist in locating their own field placements. <ul style="list-style-type: none"> <li>○ In such cases, programs must ensure that the student-identified field settings meet the program’s policies, procedures, and criteria for selecting qualified field settings.</li> </ul> </li> <li>● The format and frequency of field instructors providing supervision to students is within the purview of the program. <ul style="list-style-type: none"> <li>○ For example, students may meet with their field instructor individually, in a group setting, weekly, monthly, 1-hour sessions, 30-minute check-ins, in-person, virtually, etc.</li> </ul> </li> <li>● Separately discuss evaluating student learning <i>and</i> evaluating field-setting effectiveness.</li> <li>● Evaluating field-setting effectiveness congruent with the social work competencies refers to evaluating the field-setting <b>not</b> the student. How does the program ensure field education settings can provide students with safe, meaningful, and quality competency-based learning experiences?</li> <li>● Policies, criteria, and procedures for supporting student safety is new to 2015 <b>EPAS</b>.</li> <li>● For example, supporting student safety may include offering limited liability insurance for students, field site-specific safety training onsite, discussions on agenda for site visits, orientation training, online training modules, review of learning agreements, promoting access to health facilities and/or mental health services, training students on awareness of burnout, compassion</li> </ul>	
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		<p>fatigue, transference and other concepts that affect the social worker’s health and safety when working with clients, structured activities in field seminar or check-in points such as journaling, discussion, structured dialogue, etc.</p> <ul style="list-style-type: none"> <li>• Include relevant policies from the program’s field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>2.2.8:</b> The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.</p>	<p>Narrative describes how the program’s field education program maintains contact with field settings across all program options.</p> <p>Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options.</p>	<ul style="list-style-type: none"> <li>• This is a full discussion of the administration of the field education program. Much of this material may be adaptable from the program’s field manual and related documents.</li> <li>• If onsite contact with field sites is not possible for some or all students, specify for which student populations (online, abroad, beyond a defined local perimeter, etc.) onsite contact is not possible and explain how contact is maintained.</li> <li>• The number of site visits is within the purview of the program to determine.</li> <li>• Discuss <i>how</i> the field education program maintains contact, who conducts visits, how often, what format, etc.</li> <li>• Include relevant policies from the program’s field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>B2.2.9:</b> The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field</p>	<p>Narrative describes how the program’s field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social</p>	<ul style="list-style-type: none"> <li>• This is a discussion of the program’s specified minimum credentials for field instructors.</li> <li>• <b>The COA nor EPAS address licensing of field personnel. Such criteria is beyond accreditation and within the purview of the program.</b></li> <li>• Does the program ensure field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work?</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

<p>instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<p>work competencies across all program options.</p> <p>Narrative demonstrates that field instructors for baccalaureate students across all program options hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work.</p> <p>Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options.</p> <p>Narrative describes how the social work perspective is reinforced across all program options.</p>	<ul style="list-style-type: none"> <li>• How does the program ensure field instructors meet the specified credentials? (i.e., collecting CVs from field instructors, field instructors complete a form, information is collected, reviewed, and stored in database or personnel files, etc.). It is helpful to explain the review process and who verifies the credentials.</li> <li>• The program must have a process to address reinforcement of a social work perspective even if the program only employs credentialed field instructors as an exception may occur. <ul style="list-style-type: none"> <li>○ Even in cases where programs work only with credentialed field instructors in field-settings, the program is still expected to address how the it assumes responsibility for reinforcing a social work perspective and describe how this is accomplished.</li> <li>○ There may be quality placements, yet not credentialed field instructor onsite.</li> <li>○ A field instructor could suddenly vacate their position during a student's field experience.</li> <li>○ The program should be prepared with a process for managing such cases.</li> </ul> </li> <li>• Reinforcement must occur directly with the student and <b>not</b> indirectly with the field instructor.</li> <li>• Field seminar may <b>not</b> be used to reinforce the social work perspective for cases in which a field instructor does not have the specified credentials. <ul style="list-style-type: none"> <li>○ Students without a credentialed field instructor must receive social work perspective reinforcement <i>above and beyond</i> what all students receive in field seminar.</li> <li>○ Alternatively, field seminar instructors may add additional supervision time to the end of the seminar class for students who do not have the credentialed field instructor.</li> </ul> </li> <li>• Would someone at the institution or in the community provide supervision for the student? <ul style="list-style-type: none"> <li>○ For example, faculty, field liaisons, field seminar instructors, credentialed</li> </ul> </li> </ul>	
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		<p>community practitioners, credentialed local alumni, etc. may serve as field instructor and meet individually or with a group of students weekly, monthly, etc.</p> <ul style="list-style-type: none"> <li>• Would there be a task supervisor onsite at the field-setting for the student to work with on a daily basis?</li> <li>• If a program offers a supplemental experience in field, but labels it as experiential learning, exploratory, or separate from the formal field education program described under <b>AS 2.2</b>, the supplemental experience does <b>not</b> need to comply with <b>AS B/M2.2.9</b>, as long as the program has a formal field education experience that complies with all the standards under <b>AS 2.2</b>.</li> <li>• Include relevant policies from the program's field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M2.2.9:</b> The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required</p>	<p>Narrative describes how the program's field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.</p> <p>Narrative demonstrates that field instructors for master's students across all program options hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work degree practice experience in social work.</p>	<ul style="list-style-type: none"> <li>• This is a discussion of the program's specified minimum credentials for field instructors.</li> <li>• The COA nor EPAS address licensing of field personnel. Such criteria is beyond accreditation and within the purview of the program.</li> <li>• Does the program ensure field instructors for field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience?</li> <li>• How does the program ensure field instructors meet the specified credentials? (i.e., collecting CVs from field instructors, field instructors complete a form, information is collected, reviewed, and stored in database or personnel files, etc.). It is helpful to explain the review process and who verifies the credentials.</li> <li>• The program must have a process to address reinforcement of a social work perspective even if the program only employs credentialed field instructors as an exception may occur. <ul style="list-style-type: none"> <li>○ Even in cases where programs work only with credentialed field instructors in field-</li> </ul> </li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

<p>experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<p>Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited master's social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options.</p> <p>Narrative describes how the social work perspective is reinforced in such cases across all program options.</p>	<p>settings, the program is still expected to address how the it assumes responsibility for reinforcing a social work perspective and describe how this is accomplished.</p> <ul style="list-style-type: none"> <li>○ There may be quality placements, yet not credentialed field instructor onsite.</li> <li>○ A field instructor could suddenly vacate their position during a student's field experience.</li> <li>○ The program should be prepared with a process for managing such cases.</li> </ul> <ul style="list-style-type: none"> <li>● Reinforcement must occur directly with the student and <b>not</b> indirectly with the field instructor.</li> <li>● Field seminar may <b>not</b> be used to reinforce the social work perspective for cases in which a field instructor does not have the specified credentials. <ul style="list-style-type: none"> <li>○ Students without a credentialed field instructor must receive social work perspective reinforcement <i>above and beyond</i> what all students receive in field seminar.</li> <li>○ Alternatively, field seminar instructors may add additional supervision time to the end of the seminar class for students who do not have the credentialed field instructor.</li> </ul> </li> <li>● Would someone at the institution or in the community provide supervision for the student? <ul style="list-style-type: none"> <li>○ For example, faculty, field liaisons, field seminar instructors, credentialed community practitioners, credentialed local alumni, etc. may serve as field instructor and meet individually or with a group of students weekly, monthly, etc.</li> </ul> </li> <li>● Would there be a task supervisor onsite at the field-setting for the student to work with on a daily basis?</li> <li>● If a program offers a supplemental experience in field, but labels it as experiential learning, exploratory, or separate from the formal field education program described under <b>AS 2.2</b>, the supplemental experience does <b>not</b> need to comply with <b>AS B/M2.2.9</b>, as long as</li> </ul>	
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		<p>the program has a formal field education experience that complies with all the standards under <b>AS 2.2</b>.</p> <ul style="list-style-type: none"> <li>• Include relevant policies from the program’s field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>2.2.10:</b> The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</p>	<p>Narrative describes how the program’s field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors across all program options.</p>	<ul style="list-style-type: none"> <li>• This discussion details how new field instructors are recruited, oriented, and trained, as well as a description of ongoing modes of contact with instructors and settings.</li> <li>• Discuss orientation, field instruction training, and continuing dialog separately.</li> <li>• Programs may combine orientation and field instruction training and explicitly state if this model is employed.</li> <li>• This standard focuses on the relationship between the program and the field instructor <b>not</b> the field instructor and the students they supervise.</li> <li>• Include relevant policies from the program’s field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>2.2.11:</b> The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.</p>	<p>Narrative describes how the field education program develops policies regarding field placements in an organization in which the student is also employed across all program options.</p> <p>Narrative describes how assignments and field education supervision are not the same as those of the student’s employment across all program options.</p>	<ul style="list-style-type: none"> <li>• This is a discussion of policies and procedures for managing field placements in settings in which the student is also employed.</li> <li>• The relationships between an employee/employer is different than a student/field placement. <ul style="list-style-type: none"> <li>○ An employee is responsible for aiding the organization;</li> <li>○ Whereas the field-setting is responsible for supporting the student learner.</li> </ul> </li> <li>• Paid field placements are permitted, as long as the student is defined as a student learner, not an employee, during their field hours.</li> <li>• Students are permitted to complete their field placement hours in their place of employment, with a separate supervisor and duties, even if the student is</li> </ul>	<p><b>DRAFT AT BENCHMARK 1 (Including Field Manual in Volume 3)</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3 (Including Field Manual in Volume 3)</b></p>

		<p>paid a salary that includes payment for the hours spent in field placement.</p> <ul style="list-style-type: none"><li>• It should be the exception, not the rule, to allow a student to have the same field instructor as their employment supervisor with different supervision times. In such cases, student field assignments may <b>not</b> be the same as employment duties.</li><li>• Include relevant policies from the program's field manual.</li><li>• Use subheadings to clearly address each component of the standard.</li><li>• Each program option should be explicitly addressed in response to each standard.</li></ul>	
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## Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

### Educational Policy 3.0—Diversity

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

### Accreditation Standard 3.0—Diversity

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<b>3.0.1:</b> The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.	Narrative describes the specific and continuous efforts the program makes to provide a learning environment that models affirmation and respect for diversity and difference across all program options.	<ul style="list-style-type: none"> <li>The curriculum is a component of the learning environment; however, given that this standard falls within the implicit curriculum the emphasis is upon activities and efforts <i>beyond</i> the classroom that maximize attention to diversity and difference throughout the entire program learning environment.</li> <li>The focus of this standard is on how every component of program operations, <i>outside</i> of formal class and field offerings, reflect attention and commitment to diversity.</li> <li>Per <b>EP 3.0</b>, “<i>The learning environment consists of the program’s institutional setting; selection of field</i></li> </ul>	<b>DRAFT AT BENCHMARK 1</b>  <b>COMPLIANCE AT BENCHMARK 2 and 3</b>

		<p><i>education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.”</i></p> <ul style="list-style-type: none"> <li>• Include examples of the specific efforts the program makes to provide a learning environment that models affirmation and respect for diversity and difference. For example, extracurricular programs, events, conferences, speaker series, initiatives, student organization projects, culture/climate work, scholarship programs, community partnerships, etc.</li> <li>• The program may discuss major contextual features unique to the program’s location.</li> <li>• The program may discuss a variety of dimensions of diversity and their intersectionality per <b>EP 3.0</b>, however, programs do <b>not</b> need to discuss every dimension of diversity.</li> <li>• The program may discuss collaborations with the broader institution and/or other departments; however, the program must explicitly explain their active role in those efforts.</li> <li>• The focus of this standard is on the efforts specific to the program-level (i.e., baccalaureate or master’s) rather than the school/department-level.</li> <li>• There is less emphasis on demographics and statistics of faculty, administration, and students. Rather the focus is upon diversity and difference efforts in the implicit curriculum (<i>outside</i> of the classroom) that contribute to and shape the learning environment.</li> <li>• Include relevant policies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.0.2:</b> The program explains how these efforts provide a supportive and</p>	<p>Narrative explains how these efforts provide a supportive and inclusive</p>	<ul style="list-style-type: none"> <li>• This discussion should demonstrate that attention to diversity and difference is a high priority.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK</b></p>

<p>inclusive learning environment.</p>	<p>learning environment across all program options.</p>	<ul style="list-style-type: none"> <li>• The program should describe how efforts described in response to <b>AS 3.0.1</b>, provide a supportive and inclusive learning environment.</li> <li>• What does the learning environment look like as a result of the efforts discussed in <b>AS 3.0.1</b>? What is the impact? Describe the setting/culture as a result of programmatic diversity-centered efforts.</li> <li>• The discussion expands beyond demographic and statistical diversity; however, it may be supported by data.</li> <li>• The program may discuss a variety of dimensions of diversity and their intersectionality per <b>EP 3.0</b>, however, programs do <b>not</b> need to discuss every dimension of diversity.</li> <li>• Include relevant policies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>2 and 3</b></p>
<p><b>3.0.3:</b> The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.</p>	<p>Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options.</p>	<ul style="list-style-type: none"> <li>• This is a discussion of the program's plans to improve attention to diversity and difference.</li> <li>• Describe how the learning environment emphasizes attention to the dimensions of diversity described in <b>EP 3.0</b>.</li> <li>• Discuss specific plans moving forward/on the horizon.</li> <li>• Programs must describe new specific plans, rather than continuing current operations only.</li> <li>• Include relevant policies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT BENCHMARK 3</b></p>

### Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

### Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

#### Admissions

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<b>B3.1.1:</b> The program identifies the criteria it uses for admission to the social work program.	Narrative identifies the criteria the program uses for admission to the social work program across all program options.	<ul style="list-style-type: none"> <li>Also address transfer student admission information.</li> <li>Programs can simultaneously admit students into both the institution and program, using the same criteria and process for both. Explicitly state if this is the case and list the criteria.</li> <li>Include relevant policies.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	<b>COMPLIANCE AT BENCHMARK 1 and 3</b>
<b>M3.1.1:</b> The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting	<p>Narrative identifies the criteria the program uses for admission to the social work program across all program options.</p> <p>Narrative demonstrates the criteria for admission to the master's program include an earned baccalaureate degree from a college or</p>	<ul style="list-style-type: none"> <li>Also address transfer student admission information.</li> <li>Programs can simultaneously admit students into both the institution and program, using the same criteria and process for both. Explicitly state if this is the case and list the criteria.</li> <li>How does the program ensure baccalaureate social work graduates do not repeat what has been achieved in their baccalaureate social work programs? Is there a specific process the program employs when reviewing baccalaureate social work graduates' applications? Is there a separate application?</li> </ul>	<b>COMPLIANCE AT BENCHMARK 1 and 3</b>



<p>association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.</p>	<p>university accredited by a recognized regional accrediting association across all program options.</p> <p>Narrative demonstrates that baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs across all program options.</p>	<ul style="list-style-type: none"> <li>• This process/mechanism is within the purview of the program to determine. Examples include: minimum GPA, earning a B or better in a social work course, review of transcripts, passing a placement or equivalency exam, qualifying for advanced standing status, etc.</li> <li>• Programs may identify advanced standing admission as the process/mechanism through which they ensure previous achievements are not repeated.</li> <li>• Include relevant policies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.1.2:</b> The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.</p>	<p>Narrative describes the policies and procedures for evaluating admission applications across all program options.</p> <p>Narrative describes the policies and procedures for notifying applicants of the admission decision across all program options.</p> <p>Narrative describes the policies and procedures for notifying applicants of any contingent conditions associated with admission across all program options.</p>	<ul style="list-style-type: none"> <li>• Provide relevant policies <u>and</u> procedures for evaluating admissions application, notifying applicants of admission decisions, and for notifying applicants of any contingent conditions associated with admission.</li> <li>• It is helpful to explain how any dispositional criteria (e.g., personal essays, interviews, professional maturity/behaviors, etc.) are evaluated.</li> <li>• How are applicants notified when they are/not admitted to the program? Email? A letter in the post?</li> <li>• Programs can elect to rely on the institution's application, evaluation, and notification policies and procedures. Explicitly state if this is the case and include written policies and procedures.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>
<p><b>M3.1.3:</b> The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social</p>	<p>Narrative describes the policies and procedures used for awarding advanced standing across all program options.</p> <p>Narrative indicates that advanced standing is awarded only to graduates</p>	<ul style="list-style-type: none"> <li>• Provide relevant policies <u>and</u> procedures.</li> <li>• ***This and all references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors. CSWE currently has one</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

<p>work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services***, or covered under a memorandum of understanding with international social work accreditors.</p>	<p>holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors across all program options.</p>	<p>memorandum of understanding with the social work accreditor in Canada (CASWE).</p> <ul style="list-style-type: none"> <li>• Master’s programs may elect to contingently grant advanced standing status to students that graduated from a baccalaureate social work program in candidacy <i>as long as</i> the program receives initial accreditation while the student is enrolled in the master’s program. <ul style="list-style-type: none"> <li>○ In such cases, students cannot be fully awarded advanced standing status until they can document that their baccalaureate social work program was granted initial accreditation and that accredited status covers their degree.</li> <li>○ This affects students graduating close to / immediately before the baccalaureate program’s initial accreditation date.</li> <li>○ Candidacy programs are encouraged to graduate their first cohort as close to their initial accreditation date as possible.</li> <li>○ Each master’s program has the autonomy to select and implement their own admissions and advanced standing policies and procedures.</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> <li>• <i>As long as the program offers its full curriculum for at least one program option; a second program option can be advanced standing only.</i></li> </ul>	
<p><b>3.1.4:</b> The program describes its policies and procedures concerning the transfer of credits.</p>	<p>Narrative describes the program’s policies and procedures concerning the transfer of credits across all program options.</p>	<ul style="list-style-type: none"> <li>• Provide relevant policies <i>and</i> procedures.</li> <li>• Programs may only accept field education and practice course transfer credits from other CSWE-accredited or candidate social work programs. <ul style="list-style-type: none"> <li>○ If the program accepts field education and practice course transfer credits from programs <b>not</b> accredited by CSWE, it must explain how the program assesses course equivalency to comply with all <b>AS 2.2</b> (field education) standards and <b>AS 3.2.2</b> (practice course instructor qualifications).</li> </ul> </li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<ul style="list-style-type: none"> <li>• Discuss the procedures for reviewing transcripts and determining course equivalency.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.1.5:</b> The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.</p>	<p>Narrative submits the program’s written policy indicating that it does not grant social work course credit for life experience or previous work experience across all program options.</p> <p>Narrative documents how the program informs applicants and other constituents of this policy across all program options.</p>	<ul style="list-style-type: none"> <li>• Provide relevant policies <i>and</i> procedures.</li> <li>• How are stakeholders notified of the policy? For example, via the website, student handbook, prospective student materials, etc.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>
<p><b>Advisement, Retention, and Termination</b></p>			
<p><b>3.1.6:</b> The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.</p>	<p>Narrative describes the program’s academic and professional advising policies and procedures across all program options.</p> <p>Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options.</p>	<ul style="list-style-type: none"> <li>• Provide relevant policies <i>and</i> procedures.</li> <li>• Address <i>both</i> academic <i>and</i> professional advising.</li> <li>• Professional advising may include field education supports, but also expands beyond field education.</li> <li>• Examples include professional coaching, career development, licensing prep, interviewing tips, career materials prep such as a resumes, portfolio, online professional presence, etc.</li> <li>• Professional advising typically focuses upon post-graduation preparation for entry into the profession.</li> <li>• Programs frequently discuss professional and academic advising together, however, for the purposes of this standard it is important to discuss how professional and academic advising are differentiated.</li> <li>• Specify who provides both academic and professional advising to students (i.e. faculty, staff, etc.).</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

		<ul style="list-style-type: none"> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.1.7:</b> The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.</p>	<p>Narrative submits the program’s policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures, across all program options.</p> <p>Narrative describes how the program informs students of the program’s criteria for evaluating their academic and professional performance and its policies and procedures for grievance across all program options.</p>	<ul style="list-style-type: none"> <li>Provide relevant policies <i>and</i> procedures.</li> <li>Professional performance criteria may include adhering to an educational or professional code of conduct, code of ethics, or behavioral expectations.</li> <li>This discussion expands beyond field education as students are expected demonstrate professionalism in other spaces. Beyond field-settings may include the classroom, committees, student organizations, extracurricular activities, etc.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>3.1.8:</b> The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.</p>	<p>Narrative submits the program’s policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance across all program options.</p> <p>Narrative describes how the program informs students of these policies and procedures across all program options.</p>	<ul style="list-style-type: none"> <li>Provide relevant policies <i>and</i> procedures.</li> <li>Address <i>both</i> academic <i>and</i> professional performance.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>Student Participation</b></p>			
<p><b>3.1.9:</b> The program submits its policies and procedures specifying students’ rights and opportunities to</p>	<p>Narrative describes the program’s policies and procedures specifying students’ rights and</p>	<ul style="list-style-type: none"> <li>Provide relevant policies <i>and</i> procedures.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

<p>participate in formulating and modifying policies affecting academic and student affairs.</p>	<p>opportunities to participate in formulating and modifying policies affecting academic and student affairs for each program option.</p>	<ul style="list-style-type: none"> <li>• The focus of this standard is on program-level (i.e., baccalaureate or master's) specific information rather than the school/department-level.</li> <li>• Examples include participation on standing committees, administrative meetings with the student body/union, town hall meetings, etc.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.1.10:</b> The program describes how it provides opportunities and encourages students to organize in their interests.</p>	<p>Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option.</p>	<ul style="list-style-type: none"> <li>• The focus of this standard is on program-level (i.e., baccalaureate or master's) specific information rather than the school/department-level.</li> <li>• Programs may discuss student organizations that allow social work students to organize in their interests.</li> <li>• Examples include student union, social work club, social work honor society, social justice fairs, activism events, and other creative ways to help students organize in their interests.</li> <li>• Include relevant policies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1 (Including Student Handbook in Volume 3)</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3 (Including Student Handbook in Volume 3)</b></p>

### Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

### Accreditation Standard 3.2—Faculty

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<p><b>3.2.1:</b> The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.</p>	<p>The program submits a complete faculty summary form and uniform faculty data forms (CVs) for each full- or part-time faculty member teaching in the current academic year inclusive of faculty across all program options.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> The CSWE website houses the required faculty summary form.                             <ul style="list-style-type: none"> <li>○ For institutions with both baccalaureate and master’s programs, one form may be completed for both programs listing all faculty. The final column on the form ensures the program lists the percentage of time assigned to each program level.</li> <li>○ Beyond combining program info on this form, the remainder of the faculty standards and self-study must be specific to the program level – baccalaureate or master’s – not both.</li> </ul> </li> <li>• <b>REQUIRED FORM:</b> The CSWE website houses the required faculty data form (CV template).                             <ul style="list-style-type: none"> <li>○ Faculty can use a different format for their CVs, as long as the format is uniform and includes all the components of the faculty data form.</li> <li>○ CVs must include the month/year degrees were earned and dates for all experiences documented in order to verify the requisite degree and post-degree practice was earned for <b>AS 3.2.2</b> and other accreditation standards</li> </ul> </li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<ul style="list-style-type: none"> <li>• Information provided for each faculty member should be consistent on the required faculty summary form and faculty data forms (CVs).</li> <li>• Include faculty who taught during the academic year reflected in the self-study. Prior to submission, make any updates to reflect the faculty composition at the time of the submission of the self-study.</li> <li>• A narrative or autobiographical sketch is <b>not</b> required for each faculty member.</li> <li>• The COA nor EPAS address licensing of social work faculty. Such criteria is beyond accreditation and within the purview of the program.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.2.2:</b> The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.</p>	<p>Narrative identifies and documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience across all program options.</p>	<ul style="list-style-type: none"> <li>• Narrative should affirm that faculty who teach social work practice courses have the requisite credentials.</li> <li>• The list of faculty that teach social work practice courses should be consistent with the information reported on the faculty summary form.</li> <li>• If the program identifies that all faculty have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience on the faculty summary form and faculty data forms (CVs), the program does <b>not</b> need to list the individual names of the faculty that teach practice courses.</li> <li>• Faculty data forms (CVs) must include the month/year degrees were earned and dates for all experiences documented in order to verify the requisite degree and post-degree practice was earned.</li> <li>• It is completely within the purview of the program to define which courses they consider to be social work practice courses.</li> <li>• The 2015 <b>EPAS</b> glossary includes a definition of what constitutes post-master's social work degree practice experience. <ul style="list-style-type: none"> <li>○ Through documentation on the CVs, programs must make the case for what experience is considered post-degree</li> </ul> </li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<p>practice in accordance with the EPAS definition. Accreditation staff cannot evaluate nor determine if specific faculty experience(s) count towards the 2-year minimum.</p> <ul style="list-style-type: none"> <li>• For non-practice courses, it is within the purview of the program to determine the best faculty members and qualifications needed to teach that course/content. There are no credentials nor practice-experience required to teach non-practice courses.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.2.3:</b> The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.</p>	<p>Narrative documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs inclusive of all program options.</p> <p>Narrative explains how this ratio is calculated inclusive of all program options.</p> <p>Narrative explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities across all program options.</p>	<ul style="list-style-type: none"> <li>• The FTE faculty-to-student ratio is <b>not</b> intended to be used as a required or recommended class size. Your class enrollment can vary and be any size the program and institution choose!</li> <li>• The ratio is intended to ensure the program maintains sufficient trained social work faculty to educate and prepare students for competent professional practice.</li> <li>• Provide numerical FTE ratio (X:X).</li> <li>• This is a firm standard. The program must demonstrate a ratio of 1:25 or 1:12 or lower. Any numerical ratio beyond the minimum will be cited by the COA.</li> <li>• It is within the purview of the program to determine and explain how the FTE ratio is calculated. Details of the calculation must be provided.</li> <li>• Typically, programs calculate the FTE ratio according to the program's faculty workload policy (faculty) and credit hour policy (students). <ul style="list-style-type: none"> <li>○ For example, if the full-time teaching workload is six courses per academic year, each course covered by a part-time faculty member constitutes one-sixth FTE.</li> <li>○ For example, if full-time credit hours are considered 12 per semester, a student taking 6 credit hours per semester constitutes one-half FTE.</li> </ul> </li> <li>• While the previous example used teaching workload to calculate the FTE, the program may include all</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT BENCHMARK 3</b></p>



		<p>workload policy roles in the calculation (e.g., teaching, administration, research, service, or other workload policy roles, etc.).</p> <ul style="list-style-type: none"> <li>○ For example, if a faculty member has a 75% appointment to teaching and 25% appointment to administration, that faculty member is 100% (1.0 FTE) assigned to the social work program.</li> <li>○ The program director (AS B/M 3.3.4c) and the field director (AS B/M 3.3.5c) can count their administrative assigned time in their FTE calculation.</li> </ul> <ul style="list-style-type: none"> <li>● Part-time students must be included in the FTE ratio calculation.</li> <li>● Part-time faculty may be included in the FTE ratio calculation, at the program's discretion. Part-time faculty is widely defined and varies across institutions. Part-time may include adjunct, lecturers, or other ranks / titles.</li> <li>● Individuals designated as faculty may be included.</li> <li>● Field directors may be included in the FTE ratio even if they are not designated as faculty or serve in a full-time administrative role as long as they meet the minimum field director standards (AS B/M3.3.5a-c).</li> <li>● Programs must count students formally admitted to the social work program. <ul style="list-style-type: none"> <li>○ It is within the purview of the program to elect to count, or not, students who are pursuing social work admittance, yet have not entered the program formally (e.g., declared majors, pre-majors, etc.).</li> <li>○ It is advisable to count students for whom the social work program is primarily responsible for their education (courses, advising, services, etc.).</li> </ul> </li> <li>● Staff, teaching assistants, graduate student assistants, research assistants, and doctoral students may not be included in the FTE ratio <i>unless</i> they are designated as faculty members on a faculty line.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Non-social work students taking social work courses (e.g., interprofessional education, other social sciences, etc.) are <b>not</b> counted in the ratio.</li> <li>• The FTE ratio should be consistent with the number of faculty identified on the faculty data and summary forms. If the program is co-located (has both the accredited baccalaureate and master's social work program), include the percentage of time assigned to each program level for each faculty member identified.</li> <li>• The number of faculty should support the context of the program.</li> <li>• Discuss how each program option has sufficient faculty. Each program option can have different faculty distribution, as long as the faculty makeup is determined to be sufficient by the program.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard. The FTE ratio provided should be inclusive of all program options. A separate FTE ratio is <b>not</b> requested nor required for each program option.</li> </ul>	
<p><b>B3.2.4:</b> The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.</p>	<p>Narrative identifies the program has no fewer than two full-time faculty assigned to the social work program, whose principal assignment is to the baccalaureate program across all program options.</p> <p>Narrative demonstrates that the majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, across all program options.</p>	<ul style="list-style-type: none"> <li>• Faculty identified in response to this standard are required to have a full-time overall appointment to social work with principal assignment (51% or more) of their appointment dedicated solely to the baccalaureate social work program. The remainder of the identified faculty's time may be dedicated to teaching, administration, research, service, or other workload policy roles.</li> <li>• Faculty identified in response to this standard may have an appointment outside of social work (e.g., chairing a multi-disciplinary department, teaching, etc.).</li> <li>• The field director, even if they are not designated as faculty or serve in a full-time administrative role, may be counted as one of the minimum required faculty as long as they meet the minimum field director standards (AS B3.3.5a-c) and have a principal assignment to the baccalaureate social work program.</li> <li>• This is <b>not</b> a full-time equivalency (FTE) calculation. At least two (2) full-time faculty must be identified. This</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>

		<p>requirement cannot be distributed across multiple part-time faculty members.</p> <ul style="list-style-type: none"> <li>The majority of the <b>total</b> full-time baccalaureate social work program faculty must have master's degree in social work from a CSWE-accredited program. <ul style="list-style-type: none"> <li>For example: 2 out of 2; 3 out of 4; 6 out of 10, etc.</li> </ul> </li> <li>Full-time administrative support staff who also teach are not considered full-time faculty, and as such may <b>not</b> be counted as one of the minimum required faculty.</li> <li>Overload appointments are reviewed on a case-by-case basis. Programs must make the case for sufficiency if any minimum full-time faculty dedicated to the baccalaureate social work program have an overload appointment.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M3.2.4:</b> The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.</p>	<p>Narrative identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program across all program options.</p> <p>Narrative demonstrates the majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work, across all program options.</p>	<ul style="list-style-type: none"> <li>Faculty identified in response to this standard are required to have a full-time overall appointment to social work with principal assignment (51% or more) of their appointment dedicated solely to the master's social work program. The remainder of the identified faculty's time may be dedicated to teaching, administration, research, service, or other workload policy roles.</li> <li>Faculty identified in response to this standard may have an appointment outside of social work (e.g., chairing a multi-disciplinary department, teaching, etc.).</li> <li>The field director, even if they are not designated as faculty or serve in a full-time administrative role, may be counted as one of the minimum required faculty as long as they meet the minimum field director standards (AS M3.3.5a-c) and have a principal assignment to the master's social work program.</li> <li>This is <b>not</b> a full-time equivalency (FTE) calculation. At least six (6) full-time faculty must be identified. This requirement cannot be distributed across multiple part-time faculty members.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 (3 faculty)</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 (5 faculty)</b></p> <p><b>COMPLIANCE AT BENCHMARK 3 (6 faculty)</b></p> <p><i>Note for Candidacy programs:</i> The program must ensure the majority of full-time faculty meet the requirement and report this in their Benchmark 3/Initial Accreditation document. This is <b>not</b> a requirement at Benchmark 1 nor Benchmark 2). For example,</p>

		<ul style="list-style-type: none"> <li>The majority of the <b>total</b> full-time master's social work program faculty must have master's degree in social work from a CSWE-accredited program and a doctoral degree. <ul style="list-style-type: none"> <li>For example: 4 out of 6; 5 out of 8; 6 out of 10, etc.</li> </ul> </li> <li>Full-time administrative support staff who also teach are not considered full-time faculty, and as such may <b>not</b> be counted as one of the minimum required faculty.</li> <li>The majority (51% or more) of the full-time master's social work program faculty must have a master's degree in social work and a doctoral degree.</li> <li>While a doctoral degree in social work is preferred, the doctoral degree may be in any discipline. <ul style="list-style-type: none"> <li>Faculty holding a JD (professional law degree) may be counted in the majority.</li> <li>ABD does not count as an earned doctoral degree.</li> </ul> </li> <li>Overload appointments are reviewed on a case-by-case basis. Programs must make the case for sufficiency if any minimum full-time faculty dedicated to the master's social work program have an overload appointment.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	at minimum, four (4) out of six (6) full-time faculty must have a master's degree in social work from a CSWE-accredited program and a doctoral degree when the Benchmark 3/Initial Accreditation document is submitted.
<b>3.2.5:</b> The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.	<p>Narrative describes the program's faculty workload policy across all program options.</p> <p>Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals across all program options.</p>	<ul style="list-style-type: none"> <li>It is helpful to discuss the workload policy for each faculty rank.</li> <li>Provide specific examples of institutional priorities, program's mission, and program's goals supported by the workload policy. The linkages should be clear and explicit.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT BENCHMARK 3</b></p>
<b>3.2.6:</b> Faculty demonstrate ongoing professional development as teachers,	Narrative demonstrates ongoing professional development as teachers,	<ul style="list-style-type: none"> <li>This is a general discussion and does <b>not</b> need to address each/every faculty member.</li> <li>Provide a few specific examples.</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT</b></p>

<p>scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.</p>	<p>scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals across all program options.</p>	<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>BENCHMARK 3</b></p>
<p><b>3.2.7:</b> The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.</p>	<p>Narrative demonstrates how the program’s faculty models the behavior and values of the profession in the program’s educational environment across all program options.</p>	<ul style="list-style-type: none"> <li>• This is a general discussion and does not need to address each/every faculty member.</li> <li>• Provide a few examples.</li> <li>• Discuss values as defined in <b>EP 1.0:</b> <i>“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.”</i></li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT BENCHMARK 3</b></p>

### Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### Accreditation Standard 3.3—Administrative and Governance Structure

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<p><b>3.3.1:</b> The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.</p>	<p>Narrative describes the program’s administrative structure across all program options.</p> <p>Narrative demonstrates how the program’s administrative structure provides the necessary autonomy to achieve the program’s mission and goals across all program options.</p>	<ul style="list-style-type: none"> <li>• Discuss the program’s location in the institutional authority structure. How are decisions made? What is the program’s role in the decision-making process?</li> <li>• Discuss authority, accountability, and autonomy. “Autonomy” is a relative term defined by the program. Does the program have sufficient latitude to effectively implement its mission and goals?</li> <li>• It is helpful to discuss the program’s location in the institutional authority structure in the context of comparable programs.               <ul style="list-style-type: none"> <li>○ For example, to what extent is the social work program’s locus in the hierarchy similar to nursing, physical therapy, psychology, etc.</li> </ul> </li> <li>• It is helpful to provide an institutional organizational chart.</li> <li>• It is helpful to provide a program-level organizational chart.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>

<p><b>3.3.2:</b> The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.</p>	<p>Narrative describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies across all program options.</p>	<ul style="list-style-type: none"> <li>• Discuss how the curriculum is developed, reviewed, and approved both within the program and within the larger institution. What are the roles and responsibilities of social work faculty in the curriculum development process? Does the program have sufficient latitude to effectively implement the EPAS?</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>3.3.3:</b> The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.</p>	<p>Narrative describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel across all program options.</p>	<ul style="list-style-type: none"> <li>• Discuss how social work faculty participate formulating <u>and</u> implementing policies that govern the entire faculty personnel process at the program-level and within the larger institution.</li> <li>• Discuss separately: recruitment, hiring, retention, promotion, <u>and</u> tenure of program personnel.</li> <li>• Include relevant policies and procedures.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<p><b>3.3.4:</b> The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.</p>	<p>Narrative identifies the social work program director inclusive of all program options.</p> <p>In institutions with accredited baccalaureate and master's programs, narrative demonstrates that a separate director is appointed to each program.</p>	<ul style="list-style-type: none"> <li>• If the program is co-located (has both the accredited baccalaureate and master's social work program), identify the separately appointed program director for the other program-level.</li> <li>• The formal title of the program director is within the purview of the program.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> <li>• The program director identified must have administrative oversight over the program in its entirety, inclusive of all program options. <ul style="list-style-type: none"> <li>○ Separate program directors are not requested nor required for each program option.</li> <li>○ Programs may also choose to appoint additional program option-specific personnel such coordinators, associate directors, etc. yet they should not be included in the program director-related standards.</li> </ul> </li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>

<p><b>B3.3.4(a):</b> The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.</p>	<p>Narrative describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.</p> <p>Narrative documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.</p>	<ul style="list-style-type: none"> <li>• Explicitly state that the director has a master's degree in social work from a CSWE-accredited program and refer to the location of the director's CV within the self-study.</li> <li>• Faculty data forms (CVs) must include the month/year degrees were earned and dates for all experiences documented in order to verify the requisite degree was earned.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>
<p><b>B3.3.4(b):</b> The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.</p>	<p>Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program inclusive of all program options.</p>	<ul style="list-style-type: none"> <li>• Include documentation, such as a letter, contract, or hiring letter signed by the dean, chair, human resources, etc. explicitly stating the director's full-time appointment to the social work program.</li> <li>• The intent of the standard is to document a full-time appointment to social work; either to the baccalaureate program or to social work overall.</li> <li>• An email is insufficient documentation.</li> <li>• Program directors are permitted to cross teach (or have other workload policy-based responsibilities) within social work school/department.</li> <li>• Program directors may teach or have other workload policy-based responsibilities outside of social work as long as they have documented a full-time appointment to social work.</li> <li>• Program directors may chair inter/multidisciplinary departments.</li> <li>• Program directors may also fulfill the field director role as long as the program complies with the field director-related standards (<b>AS B/M3.3.5a-c</b>).</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>



<p><b>B3.3.4(c):</b> The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.</p>	<p>Narrative describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program inclusive of all program options.</p> <p>Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.</p> <p>Narrative discusses that this time is sufficient for each program option.</p>	<ul style="list-style-type: none"> <li>• Clearly discuss the procedures for determining the director's assigned time, include a specific numerical percentage (X%), and show the calculation. What is the process from beginning to end? Who is involved in decision-making and approval of assigned time?</li> <li>• Discuss whether the program finds the director's assigned time sufficient to carry out administrative duties. <i>Why?</i></li> <li>• Educational and administrative leadership does <b>not</b> include teaching responsibilities.</li> <li>• Baccalaureate program directors may cross-teach (or have other workload policy-related responsibilities) in the master's social work program, or outside of social work, as long as they meet the requirements of the program director standards. Principal responsibilities (51% or more) of their time should be dedicated solely to the baccalaureate level program.</li> <li>• The program may include all workload policy roles (e.g., teaching, administration, research, service, etc.) in the calculation of assigned time. <ul style="list-style-type: none"> <li>○ For example, the program director may typically teach a 4/4 workload and be released from one (1) course per semester (equating 25%).</li> <li>○ Alternatively, the program director may be released from the institution's 20% research requirement and 5% service requirement to fulfill the 25%.</li> <li>○ These are examples and the program must calculate according to their institution's unique workload policy.</li> </ul> </li> <li>• Assigned time can be distributed across the year, as long as the program describes the sufficiency of release time each term the program is operating (e.g., 20% fall release + 40% spring release = 30% overall release).</li> <li>• Only one (1) program director is identified. Assigned time for administrative leadership cannot be distributed across multiple individuals.</li> <li>• Overload appointments are reviewed on a case-by-case basis. Programs must make the case for</li> </ul>	<p style="text-align: center;"><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>
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		<p>sufficiency of the program director's time dedicated to educational and administrative leadership.</p> <ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M3.3.4(a):</b> The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.</p>	<p>Narrative describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.</p> <p>Narrative documents that the director has a master's degree in social work from a CSWE-accredited program.</p>	<ul style="list-style-type: none"> <li>• Explicitly state that the director has a master's degree in social work from a CSWE-accredited program and refer to the location of the director's CV within the self-study.</li> <li>• Faculty data forms (CVs) must include the month/year degrees were earned and dates for all experiences documented in order to verify the requisite degree was earned.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>
<p><b>M3.3.4(b):</b> The program provides documentation that the director has a full-time appointment to the social work master's program.</p>	<p>Narrative provides documentation that the director has a full-time appointment to the social work master's program inclusive of all program options.</p>	<ul style="list-style-type: none"> <li>• Include documentation, such as a letter, contract, or hiring letter signed by the dean, chair, human resources, etc. explicitly stating the director's full-time appointment to the social work program.</li> <li>• The intent of the standard is to document a full-time appointment to social work; either to the master's program or to social work overall.</li> <li>• An email is insufficient documentation.</li> <li>• Program directors are permitted to cross teach (or have other workload policy-based responsibilities) within social work school/department.</li> <li>• Program directors may teach or have other workload policy-based responsibilities outside of social work as long as they have documented a full-time appointment to social work.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>

		<ul style="list-style-type: none"> <li>• Program directors may chair inter/multidisciplinary departments.</li> <li>• Program directors may also fulfill the field director role as long as the program complies with the field director-related standards (<b>AS B/M3.3.5a-c</b>).</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M3.3.4(c):</b> The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.</p>	<p>Narrative describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program inclusive of all program options.</p> <p>Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.</p> <p>Narrative discusses that this time is sufficient for each program option.</p>	<ul style="list-style-type: none"> <li>• Clearly discuss the procedures for determining the director's assigned time, include a specific numerical percentage (X%), and show the calculation. What is the process from beginning to end? Who is involved in decision-making and approval of assigned time?</li> <li>• Discuss whether the program finds the director's assigned time sufficient to carry out administrative duties. <i>Why?</i></li> <li>• Educational and administrative leadership does <b>not</b> include teaching responsibilities.</li> <li>• Master's program directors may cross-teach (or have other workload policy-related responsibilities) in the baccalaureate social work program, or outside of social work, as long as they meet the requirements of the program director standards. Principal responsibilities (51% or more) of their time should be dedicated solely to the master's level program.</li> <li>• The program may include all workload policy roles (e.g., teaching, administration, research, service, etc.) in the calculation of assigned time. <ul style="list-style-type: none"> <li>○ For example, the program director may typically teach a 4/4 workload and be released from two (2) courses per semester (equating 50%).</li> <li>○ Alternatively, the program director may be released from the institution's 20% research requirement, 5% service requirement, and one (1) course per semester (equating 25%) to fulfill the 50%.</li> <li>○ These are examples and the program must calculate according to their institution's unique workload policy.</li> </ul> </li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>

		<ul style="list-style-type: none"> <li>Assigned time can be distributed across the year, as long as the program describes the sufficiency of release time each term the program is operating (e.g., 40% fall release + 60% spring release = 50% overall release).</li> <li>Only one (1) program director is identified. Assigned time for administrative leadership cannot be distributed across multiple individuals.</li> <li>Overload appointments are reviewed on a case-by-case basis. Programs must make the case for sufficiency of the program director's time dedicated to educational and administrative leadership.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.3.5:</b> The program identifies the field education director.</p>	<p>Narrative identifies the social work field education director inclusive of all program options.</p>	<ul style="list-style-type: none"> <li>If the program is co-located (has both the accredited baccalaureate and master's social work program), the field director may fulfill this role for both program levels as long as they receive the required assigned time for each program level (i.e., 25% BSW release + 50% MSW release = 75% minimum release).</li> <li>The program director may also fulfill the field director role as long as they receive the required assigned time. <ul style="list-style-type: none"> <li>For BSW programs: 25% BSW program director release + 25% BSW field director release = 50% minimum release</li> <li>For MSW programs: 50% MSW program director release + 50% MSW field director release = 100% minimum release</li> </ul> </li> <li>Unlike for the program director, the standards do not specify that the field director have a full-time appointment in social work.</li> <li>The formal title of the field director is within the purview of the program.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>

		<ul style="list-style-type: none"> <li>The field director identified must have administrative oversight over the field education program in its entirety, inclusive of all as program options. <ul style="list-style-type: none"> <li>Separate field directors are not requested nor required for each program option.</li> <li>Programs may also choose to appoint additional program option-specific personnel such coordinators, associate directors, etc. yet they should not be included in the field director-related standards.</li> </ul> </li> </ul>	
<b>3.3.5(a):</b> The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	Narrative describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	<ul style="list-style-type: none"> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	<b>COMPLIANCE AT BENCHMARK 1, 2, 3</b>
<b>B3.3.5(b):</b> The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.	Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.	<ul style="list-style-type: none"> <li>Explicitly state that the director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience and refer to the location of the director's CV within the self-study.</li> <li>Faculty data forms (CVs) must include the month/year degrees were earned and dates for all experiences documented in order to verify the requisite degree and post-degree practice was earned.</li> <li>Use subheadings to clearly address each component of the standard.</li> <li>Each program option should be explicitly addressed in response to each standard.</li> </ul>	<b>COMPLIANCE AT BENCHMARK 1, 2, 3</b>
<b>M3.3.5(b):</b> The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-	Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-	<ul style="list-style-type: none"> <li>Explicitly state that the director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience and refer to the location of the director's CV within the self-study.</li> <li>Faculty data forms (CVs) must include the month/year degrees were earned and dates for all experiences</li> </ul>	<b>COMPLIANCE AT BENCHMARK 1, 2, 3</b>

<p>master's social work degree practice experience.</p>	<p>master's social work degree practice experience.</p>	<p>documented in order to verify the requisite degree and post-degree practice was earned.</p> <ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>B3.3.5(c):</b> The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.</p>	<p>Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education inclusive of all program options.</p> <p>Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options.</p> <p>Narrative discusses that this time is sufficient for each program option.</p>	<ul style="list-style-type: none"> <li>• Clearly discuss the procedures for determining the director's assigned time, include a specific numerical percentage (X%), and show the calculation. What is the process from beginning to end? Who is involved in decision-making and approval of assigned time?</li> <li>• Discuss whether the program finds the director's assigned time sufficient to carry out administrative duties. <i>Why?</i></li> <li>• Programs must list the field director's administrative duties and explain sufficiency.</li> <li>• Only one (1) field director is identified. Assigned time for administrative leadership cannot be distributed across multiple individuals.</li> <li>• Educational and administrative leadership does <b>not</b> include teaching responsibilities (including field courses and field seminar).</li> <li>• The program may include all workload policy roles (e.g., teaching, administration, research, service, etc.) in the calculation of assigned time. <ul style="list-style-type: none"> <li>○ For example, the field director may typically teach a 4/4 workload and be released from one (1) course per semester (equating 25%).</li> <li>○ Alternatively, the field director may be released from the institution's 20% research requirement and 5% service requirement to fulfill the 25%.</li> <li>○ These are examples and the program must calculate according to their institution's unique workload policy.</li> </ul> </li> <li>• Assigned time can be distributed across the year, as long as the program describes the sufficiency of release time each term the program is operating (e.g., 20% fall release + 40% spring release = 30% overall release).</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>

		<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>M3.3.5(c):</b> The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.</p>	<p>Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education inclusive of all program options.</p> <p>Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options.</p> <p>Narrative discusses that this time is sufficient for each program option.</p>	<ul style="list-style-type: none"> <li>• Clearly discuss the procedures for determining the director's assigned time, include a specific numerical percentage (X%), and show the calculation. What is the process from beginning to end? Who is involved in decision-making and approval of assigned time?</li> <li>• Discuss whether the program finds the director's assigned time sufficient to carry out the administrative duties. <i>Why?</i></li> <li>• <b>The COA does not delineate which field-based administrative tasks are acceptable for field directors.</b> Programs must list the field director's administrative duties and explain sufficiency.</li> <li>• Only one (1) field director is identified. Assigned time for administrative leadership cannot be distributed across multiple individuals.</li> <li>• Educational and administrative leadership does <b>not</b> include teaching responsibilities (including field courses and field seminar).</li> <li>• The program may include all workload policy roles (e.g., teaching, administration, research, service, etc.) in the calculation of assigned time. <ul style="list-style-type: none"> <li>○ For example, the field director may typically teach a 4/4 workload and be released from two (2) courses per semester (equating 50%).</li> <li>○ Alternatively, the field director may be released from the institution's 20% research requirement, 5% service requirement, and one (1) course per semester (equating 25%) to fulfill the 50%.</li> <li>○ These are examples and the program must calculate according to their institution's unique workload policy.</li> </ul> </li> <li>• Assigned time can be distributed across the year, as long as the program describes the sufficiency of release time each term the program is operating (e.g., 40% fall release + 60% spring release = 50% overall release).</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1, 2, 3</b></p>

		<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>3.3.6:</b> The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.</p>	<p>Narrative describes the program’s administrative structure for field education across all program options.</p> <p>Narrative explains how the program’s resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals for each program option.</p>	<ul style="list-style-type: none"> <li>• Include all field personnel in the administrative structure.</li> <li>• It may be helpful to include a field education organizational chart.</li> <li>• Discuss sufficiency. <i>How</i> are resources sufficient? <ul style="list-style-type: none"> <li>○ If resources are insufficient, address this in the narrative.</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT BENCHMARK 3</b></p>



### Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

### Accreditation Standard 3.4—Resources

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<p><b>3.4.1:</b> The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.</p>	<p>Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals across all program options.</p> <p>Narrative includes a completed budget form for all program options.</p> <p>Narrative explains how the program’s financial resources are sufficient and stable to achieve its mission and goals for each program option.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> The CSWE website houses the required budget form.</li> <li>• All budget line items, including financial aid, should be program-level specific (baccalaureate or master’s). <b><u>Not</u></b> at the university or school/department-levels.</li> <li>• Baccalaureate and master’s social work program must submit <i>separate</i> budget forms specific to their own revenue and expenses.</li> <li>• Budget items at the university-level are not included on the form and should be explicitly identified as such. For these line items, the program may indicate N/A or \$0 on the budget form.</li> <li>• Hard money is reliable, stable, scheduled, and/or continuous stream of funds. Grants and other contingent funds are <b><u>not</u></b> hard money.</li> <li>• Discuss sufficiency. <i>How</i> are resources sufficient?             <ul style="list-style-type: none"> <li>○ If financial resources are insufficient, address this in the narrative.</li> </ul> </li> <li>• Discuss stability. <i>How</i> are resources stable?             <ul style="list-style-type: none"> <li>○ If resources are unstable, address this in the narrative.</li> <li>○ Discuss the 3-year span covered by the budget form.</li> <li>○ Discuss the future stability of the budget given the larger context in which the program is situated.</li> </ul> </li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>

		<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<b>3.4.2:</b> The program describes how it uses resources to address challenges and continuously improve the program.	Narrative describes how the program uses resources to address challenges and continuously improve the program for each program option.	<ul style="list-style-type: none"> <li>• Provide a few examples of challenges the program recently experienced and how resources were used to address it.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT BENCHMARK 3</b></p>
<b>3.4.3:</b> The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals	Narrative demonstrates that the program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals for each program option.	<ul style="list-style-type: none"> <li>• Discuss sufficiency. <i>How</i> are resources sufficient? <ul style="list-style-type: none"> <li>○ If resources are insufficient, address this in the narrative.</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 1 and 3</b></p>
<b>3.4.4:</b> The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.	Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program’s mission and goals for each program option.	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> The CSWE website houses the required library form.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<b>3.4.5:</b> The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.	Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program’s mission and goals for each program option.	<ul style="list-style-type: none"> <li>• The standard is similar to an environmental scan.</li> <li>• Discuss sufficiency. <i>How</i> are resources sufficient? <ul style="list-style-type: none"> <li>○ If resources are insufficient, address this in the narrative.</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK 2 and 3</b></p>
<b>3.4.6:</b> The program describes, for each program option, the availability of and access to assistive technology, including	Narrative describes, for each program option, the availability of and access to assistive technology,	<ul style="list-style-type: none"> <li>• Provide examples of the assistive technology available (books on braille, audiobooks, screen reader technology, etc.), This information may be retrieved from student services, disabilities services, library services, etc.</li> </ul>	<p><b>DRAFT AT BENCHMARK 1</b></p> <p><b>COMPLIANCE AT BENCHMARK</b></p>

materials in alternative formats.	including materials in alternative formats.	<ul style="list-style-type: none"><li>• Use subheadings to clearly address each component of the standard.</li><li>• Each program option should be explicitly addressed in response to each standard.</li></ul>	<b>2 and 3</b>
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### Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used, and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

### Accreditation Standard 4.0—Assessment

STANDARD	COMPLIANCE STATEMENT	COA INTERPRETATIONS & TIPS	DRAFT/COMPLIANCE <i>This column is applicable to candidacy programs only!</i>
<b>4.0.1:</b> The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized	The program's assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs) for each program option.	<ul style="list-style-type: none"> <li>This standard explores: <i>How competent are students on the basis of receiving your curriculum?</i></li> <li>A matrix in table format is <u>very</u> helpful in responding to this standard. A narrative preceding the assessment matrix is required.</li> <li>A narrative thoroughly describing the assessment plan in response to each bullet point under <b>AS 4.0.1</b> is required.</li> </ul>	<b>DRAFT AT BENCHMARK 1</b>  <b>COMPLIANCE AT BENCHMARK 2 and 3</b>

<p>levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:</p> <ul style="list-style-type: none"> <li>• A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.</li> <li>• At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.</li> <li>• An explanation of how the assessment plan measures multiple dimensions of each competency, as described in <b>EP 4.0</b>.</li> <li>• Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.</li> <li>• An explanation of how the program determines the</li> </ul>	<p>Assessment of competence was done by program designated faculty or field personnel for all program options.</p> <p>Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any competencies added by the program.</p> <p>Program provides at least two measures to assess each competency, including any competencies added by the program for all program options.</p> <p>At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program options.</p> <p>Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes) for all program options.</p>	<ul style="list-style-type: none"> <li>• The accreditation department has developed a <b>SAMPLE</b> matrix. The CSWE website houses the sample matrix.</li> <li>• The intent and purpose of the curriculum matrix (<b>AS B2.0.3; AS M2.0.3; AS M2.1.4</b>) is different than the assessment plan matrix. The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency/dimension which all students are learning in the classroom. The assessment plan matrix details how the program is capturing competency-based student learning outcomes. These matrices do <b>not</b> need to match even if the program is using a course-embedded measure assessment model. <ul style="list-style-type: none"> <li>○ Curriculum Matrix = assuring / delivering content</li> <li>○ Assessment Plan = demonstrating / assessing competence</li> </ul> </li> <li>• Each competency must be assessed twice minimally: <ul style="list-style-type: none"> <li>○ One (1) measure assessing student demonstration in <i>real or simulated practice</i> situations. Behaviors are only required to be the basis of assessment for <i>real or simulated practice</i> measures. Individual behaviors may be scored (behavior-level data collected) or the program may list the behaviors on the instrument as the criteria for scoring each competency, yet <b>not</b> collect behavior-level scores (competency-level data collected).</li> <li>○ For generalist practice, programs must use all behaviors <i>exactly as written in the EPAS</i> and may choose to develop additional behaviors that represent observable components of each competency that integrate the dimensions.</li> <li>○ Typically, programs choose a field-based evaluation of student performance in their real practice setting.</li> <li>○ One (1) demonstration-based measure elsewhere the program chooses. This measure is at the competency-level rather than the behavior-level. Programs may incorporate</li> </ul> </li> </ul>	
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<p>percentage of students achieving the benchmark.</p> <ul style="list-style-type: none"> <li>• Copies of all assessment measures used to assess all identified competencies.</li> </ul>	<p>Narrative includes benchmarks for each competency for all program options.</p> <p>Narrative includes a rationale for each benchmark across all program options.</p> <p>Narrative includes a description of how it is determined that students' performance meets the benchmark for all program options.</p> <p>Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark for all program option.</p> <p>Program provides copies of all assessment measures used to assess all identified competencies for all program options.</p>	<p>behaviors into the second measure if desired, although it is <b>not</b> required.</p> <ul style="list-style-type: none"> <li>○ Examples include course-embedded measures, end-of-year exams, capstone and senior seminar assignments (e.g., papers, presentations, etc.), portfolios, comprehensive exit exams, etc.</li> <li>• It is completely within the purview of the program to select the two (2) measures that fulfill the requirements of the 2015 <b>EPAS</b>.</li> <li>• The COA does not endorse third-party, commercial, standardized, or customized assessment instruments and packages. Although the COA does not prohibit the use of these commercial packages, it is the responsibility of programs to use assessment plans with assessment measures that are compliant with the 2015 <b>EPAS</b>.</li> <li>• It is completely within the purview of the program to select the placement of the data collection points. <ul style="list-style-type: none"> <li>○ Programs may elect a formative and/or summative assessment approach.</li> <li>○ Formative: assess student development of competency during the length of the program (e.g., each semester).</li> <li>○ Summative: assess student competency in the final year or semester of the program.</li> </ul> </li> <li>• Separate assessment plans are submitted for generalist practice and each area of specialized practice.</li> <li>• Multi-dimensional assessment means programs assess a minimum of two (2) dimensions per competency and one (1) per measure.</li> <li>• Programs should assess all students and present data for all students, sampling students is <b>not</b> permitted.</li> <li>• Student self-assessment measures are <b>not</b> permitted for assessment of competency-based student learning outcomes per the 2015 <b>EPAS</b>.</li> <li>• For competencies 6-9, it is <b>not</b> required to assess at the systems level (i.e., individuals, families, groups, organizations, communities). Programs may assess the</li> </ul>	
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		<p>competency as a whole, inclusive of all systems levels, or assess one (1) or more systems levels.</p> <ul style="list-style-type: none"> <li>• If the program elects to add additional competencies, they should be assessed and included in the matrices.</li> <li>• There are two distinct types of benchmarks: <ul style="list-style-type: none"> <li>○ <i>Outcome measure benchmark</i> refers to the minimum acceptable score or higher on an identified measure. For example, 4 out of 5 points, 12 out of 15 correct, etc. This is an example only and should be tailored to the program's chosen measures and benchmarks.</li> <li>○ <i>Competency benchmark</i> refers to the percentage of students the program wants to achieve the minimum scores inclusive of all identified measures. For example, 90% of students will score of 4 out of 5 on their field measure and 12 out of 15 correct on the exam questions related to competency 1. This is an example only and should be tailored to the program's chosen measures and benchmarks.</li> </ul> </li> <li>• The outcome measure benchmarks and competency benchmarks are within the purview of the program to select. <ul style="list-style-type: none"> <li>○ The program must be able to provide a rationale for each outcome measures and competency benchmarks. Why did you choose those benchmarks? What information did you base the benchmarks on? What does the benchmark represent?</li> <li>○ Benchmarks may be realistic, yet aspirational.</li> </ul> </li> <li>• Programs can choose to weight outcome measures differently when calculating the percentage of students achieving benchmarks.</li> <li>• Include copies of all assessment instruments, including rubrics (applicable to programs using course-embedded measures).</li> <li>• For course-embedded measures: <ul style="list-style-type: none"> <li>○ A copy of the assignment and a copy of the scoring rubric used to assess competency attainment must be submitted.</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>○ A copy of the assignment is the written instructions given to students in order to complete the assignment. This may be found in a syllabus or a separate document explaining the purpose, parameters, components, and requirements of the assignment.</li> <li>○ The copy of the rubric is table, chart, or scoring sheet explaining to the students how they will be scored on each competency-based criterion demonstrated by completing the assignment components.</li> <li>○ Course-embedded measures should not include items that do not directly assess the competency (i.e., APA formatting, timely submission, grammar, etc.).</li> <li>○ If the program elects to use course-embedded measures, it is helpful to clearly label on the instrument which competency each rubric line item is capturing.</li> <li>● Programs must provide specific criteria for the basis of competency-based assessment (e.g., behaviors, rubric line items, demonstratable components of the competencies, etc.). <ul style="list-style-type: none"> <li>○ Criteria clarifies: What is being observed? What are students performing? What are faculty or field personnel scoring to determine student's competence? What exactly must the student show the assessor to indicate competence?</li> </ul> </li> <li>● For exams, programs must submit an answer key and include a clear delineation of which questions relate to each competency.</li> <li>● For group projects, the program must ensure there is a component of the project where the faculty member is assessing each individual student's demonstration of competency.</li> <li>● Use subheadings to clearly address each component of the standard.</li> <li>● Each program option should be explicitly addressed in response to each standard. Programs may choose to utilize the same or different assessment plans for each program option.</li> </ul>	
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<p><b>4.0.2:</b> The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.</p>	<p>Narrative provides the program's most recent year of summary data and outcomes for the assessment of each of the identified competencies for each program option.</p> <p>Narrative specifies the percentage of students achieving program benchmarks for each program option for each program option.</p>	<ul style="list-style-type: none"> <li>• Provide a narrative describing the findings competency-by-competency. This information can be captured in a table format.</li> <li>• The accreditation department has developed a <b>SAMPLE</b> table. The CSWE website houses the sample table.</li> <li>• A brief accompanying narrative should be provided explaining how the table is organized, what is included, and how to read/interpret the table.</li> <li>• When presenting the percentage of students achieving benchmarks, present aggregate percentages <b>not</b> means. Means may skew data due to outliers.</li> <li>• For master's programs, separate data outcomes are presented for generalist practice <i>and</i> each area of specialized practice. Label each set of outcomes clearly.</li> <li>• Programs present multiple levels of data: <ul style="list-style-type: none"> <li>○ Programs present behaviors-level data (if collected via the <i>real or simulated practice</i> measure).</li> <li>○ Programs present competency-level for <i>each</i> measure.</li> <li>○ Programs present competency-level data, aggregated to include all measures per competency (e.g., Measure 1 + Measure 2 / 2 = Total % of Students Achieving Competency, etc.).</li> <li>○ Programs must include data for each program option.</li> <li>○ Programs must include data in aggregate, inclusive of all program options</li> </ul> </li> <li>• Programs must present all levels of data by the COA's final decision phase. If data is incomplete, partial, or missing for one or more program options, the COA may choose a variety of decision types including but not limited to deferral, progress report, etc.</li> <li>• <i>For programs under review for an Initial Accreditation decision:</i> If the program documents that they will graduate their first cohort of students within 1-year, the program may be granted initial accreditation with a progress report. In such cases, the program is allowed</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT BENCHMARK 3</b></p>
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		<p>up to 1-year to collect and present assessment outcomes.</p> <ul style="list-style-type: none"> <li>• Programs are <b>not</b> required to meet their benchmarks. However, programs should articulate their plan to make data informed changes in response to AS 4.0.4.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard. Separate data outcomes are presented for each program option. <ul style="list-style-type: none"> <li>○ Programs should delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.</li> </ul> </li> </ul>	
<p><b>4.0.3:</b> The program uses <i>Form AS 4(B)</i> and/or <i>Form AS 4(M)</i> to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.</p>	<p>The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public.</p> <p>The program updates Form AS 4 (B) and/or Form AS 4(M) on its website with the most recent assessment outcomes for each program option.</p> <p>The program updates the Form AS 4(B) and/or Form AS 4(M) minimally every 2 years for each program options.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> The CSWE website houses the required assessment outcomes form.</li> <li>• Regularly informing the public of assessment findings is a requirement of the Council of Higher Education Accreditation (CHEA) who recognizes CSWE’s COA as the sole accreditor for social work education in the U.S. and its territories.</li> <li>• On this required form, the percentage of students attaining the competency benchmark is inclusive of all identified measures for that competency (e.g., Measure 1 + Measure 2 / 2 = Total % of Students Achieving Competency, etc.).</li> <li>• Provide an active hyperlink to the webpage where this form is posted publicly and indicate how frequently it is updated. The hyperlink should <b>not</b> lead directly to a .pdf file because submitting an individual file link does not provide evidence that the form is public facing on the program’s website.</li> <li>• Programs must present all levels of data by the COA’s final decision phase. If data is incomplete, partial, or missing for one or more program options, the COA may choose a variety of decision types including but not limited to deferral, progress report, etc.</li> <li>• Identify the program’s constituencies, which always includes the public.</li> </ul>	<p><b>DRAFT AT BENCHMARK 2</b></p> <p><b>COMPLIANCE AT BENCHMARK 3</b></p>

		<ul style="list-style-type: none"> <li>• If programs have cohorts that only admit students every three (3) years, programs may post assessment findings for those cohorts every three (3) years.</li> <li>• Programs are <b>not</b> required to meet their benchmarks. However, programs should articulate their plan to make data informed changes in response to AS 4.0.4.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	
<p><b>4.0.4:</b> The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.</p>	<p>The narrative describes the process used to evaluate outcomes for each program option.</p> <p>The narrative describes the implications for program renewal across all program options.</p> <p>The narrative discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data for each program option.</p>	<ul style="list-style-type: none"> <li>• This standard discusses the program’s process for continually and thoughtfully reviewing data to inform programmatic renewal and changes.</li> <li>• What is the process or mechanism employed to formally review the assessment findings and make decisions about the implications for program improvement? What is the procedure used to evaluate the meaning of the findings? For example, faculty committee(s), faculty retreat, student involvement, community or field advisory boards, etc.</li> <li>• How do decision makers decide what meaning the findings hold for the program? How are decisions made to modify the program based on the data findings?</li> <li>• Programs are <b>not</b> required to meet their benchmarks. However, programs should articulate their plan to make data informed changes.</li> <li>• The response expands beyond changing benchmarks as a result of the assessment findings.</li> <li>• A description of program changes must provide sufficient detail (e.g., course modifications, training enhancements, new extracurricular offerings, etc.) explicitly linked to specific findings. If no changes are reported, provide a rationale for that decision.</li> <li>• Use subheadings to clearly address each component of the standard.</li> <li>• Each program option should be explicitly addressed in response to each standard.</li> </ul>	<p><b>(Process Only)</b> <b>DRAFT AT BENCHMARK 1</b></p> <p><b>(Process Only)</b> <b>COMPLIANCE AT BENCHMARK 2</b></p> <p><b>(Complete)</b> <b>DRAFT AT BENCHMARK 2</b></p> <p><b>(Complete)</b> <b>COMPLIANCE AT BENCHMARK 3</b></p>
<p><b>4.0.5:</b> For each program option, the program provides its plan and summary data for the</p>	<p>For each program option, the narrative provides the program’s plan for assessing the implicit</p>	<ul style="list-style-type: none"> <li>• New standard in 2015 <b>EPAS</b>.</li> <li>• Must assess a minimum of one (1) aspect of the implicit curriculum defined in <b>EP 4.0</b> (e.g., diversity, student</li> </ul>	<p><b>(Plan Only)</b> <b>DRAFT AT BENCHMARK 1</b></p> <p><b>(Plan Only)</b></p>

<p>assessment of the implicit curriculum as defined in <b>EP 4.0</b> from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.</p>	<p>curriculum, including program-defined stakeholders.</p> <p>For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders.</p> <p>For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes.</p>	<p>development, faculty, administrative and governance structure, resources, etc.).</p> <ul style="list-style-type: none"> <li>• Programs may assess how well they are implementing one or more standards in <b>AS 3</b> (implicit curriculum).</li> <li>• This assessment focuses on the implicit curriculum (learning environment) <b>not</b> the explicit curriculum (e.g., coursework, competencies, behaviors, dimensions, student learning outcomes, etc.).</li> <li>• Different from the assessment of competency-based student learning outcomes, program may utilize student self-assessment measures based on aspects of the implicit curriculum. Student self-assessment of competence is <b>not</b> an implicit curriculum measure.</li> <li>• Assessment must take place at the program-level rather than the institution-level. Social work program-specific plan, data, and changes must be presented.</li> <li>• Any social work program stakeholders may participate in the assessment. For example, students, staff, faculty, administrators, alumni, field instructors, committees, community advisory board, etc.</li> <li>• Sampling is permitted.</li> <li>• Programs may choose to assess a different aspect of the implicit curriculum each year.</li> <li>• Example measures include exit surveys, interviews, focus groups, alumni surveys, culture/climate surveys, strategic planning process data collection, etc.</li> <li>• How is the program proactive on the basis of its findings?</li> <li>• A description of program changes must provide sufficient detail (e.g., course modifications, training enhancements, new extracurricular offerings, training enhancements, resource enhancements, policy and procedure changes, new events, conferences, speaker series, initiatives, student organization projects, culture/climate work, strategic planning goals, scholarship programs, community partnerships, etc.) explicitly linked to specific findings. If no changes are reported, provide a rationale for that decision.</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>	<p><b>COMPLIANCE AT BENCHMARK 2</b></p> <p><b>(Complete)</b> <b>DRAFT AT BENCHMARK 2</b></p> <p><b>(Complete)</b> <b>COMPLIANCE AT BENCHMARK 3</b></p>
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|  |  | <ul style="list-style-type: none"><li>• Each program option should be explicitly addressed in response to each standard.</li></ul> |  |
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