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Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs



COUNCIL ON SOCIAL WORK EDUCATION

*Commission on Accreditation
Commission on Educational Policy*

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Introduction

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 Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process and Implementation Timeline

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority (CHEA) also requires that accreditors have a process whereby standards are reviewed periodically by the COA. The standards review process has taken more than 5 years, and drafts have been issued for public review and comment. The intent of the COA and the COEP is to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on the drafts.

Programs on the June 2025 agenda for reaffirmation (self-study submission August 1, 2024) or later will use the 2022 EPAS to prepare their self-studies. Programs submitting self-studies prior to this date, will have an option to use the 2015 or the 2022 EPAS.

Format of the EPAS

The EPAS describes five features of an integrated curriculum design: (1) program mission and goals, (2) anti-racism, diversity, equity, and inclusion, (3) explicit curriculum, (4) implicit curriculum, and (5) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational policy describes each curriculum feature. Accreditation standards are derived from the educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate or master's level. Following each accreditation standard is a bulleted list that instructs programs how programs are to document compliance when submitting accreditation documents for review by the COA.

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of life for all persons, locally and globally. To fully realize our commitment to social justice, social workers must engage in anti-racist, culturally responsive social work practice at the individual, family, group, organizational, community, research, and policy levels, informed by the theories and voices of those who have been marginalized. In an ever-shifting social and environmental context, social work is agile, responsive, and generative.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership. Social work education prepares competent policy practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies that result in a more engaged public and better educated policymakers to address inequalities and inequities.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Competency-Based Education

C SWE has adopted a competency-based education framework for its EPAS. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding that social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by the principles of social, racial, economic, and environmental justice and human rights. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. They also understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers use an anti-racist lens to understand and critique the profession's history, its mission, and the roles and responsibilities of the profession and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers also understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Manage personal and professional value conflicts and affective reactions;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

Social workers understand how racism and oppression characterize and shape the human experience and are critical to the development of identity, behaviors, and practice at the individual, family, group, organizational, community, research, and policy levels. Additionally, social workers understand the pervasive impact of white

supremacy/superiority (and its ensuing privilege) and utilize the knowledge, awareness, and skills necessary to engage in anti-racist practice. Social workers also understand how diversity and different experiences with equity and inclusion characterize and shape the human experience and are critical to the development of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers also understand societal and historical roots of social and racial injustices; the forms and mechanisms of oppression and discrimination; and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power and systemically oppress, marginalize, and alienate.

Social workers:

- Demonstrate anti-racist social work practice at the individual, family, group, organizational, community, research, and policy levels, informed by the theories and voices of those who have been marginalized; and
- Demonstrate cultural humility applying critical reflexivity, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers are knowledgeable about the history of oppression and racism, including social work's role and response, and critically apply their understanding to contemporary social, racial, economic, and environmental justice issues. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote human rights and social, racial, economic, and environmental justice. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Rights-based principles lead social workers to implement culturally responsive, sustainable and equitable interventions that promote human dignity for all.

Social workers:

- Advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, racial, economic, and environmental justice for equal justice and the dismantling of structural racism and oppression.

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

Social workers use ethical, culturally informed, and anti-racist approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and can articulate how their practice experience informs decisions about research and evaluation. Social workers critically evaluate and critique current empirically-sound research to inform decisions pertaining to practice, policy, and programs. Social workers evaluate current research using an anti-racist perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and in interpreting data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate methods for sharing research findings in such a way that findings are useable to a variety of consumers. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.

Social workers:

- Apply research findings to inform and improve practice, policy, and programs; and
- Identify strategies for use of quantitative and qualitative methods of research to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers understand that human rights-based policies advance social, economic, racial, and environmental justice. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development and implementation through an anti-racist lens. Social workers understand their role in policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. They actively engage in and advocate for anti-racist policy practice to effect change within those settings.

Social workers:

- Assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are reflexive and understand how bias, power, and privilege as well as their personal values and personal experiences may impact their ability to effectively engage with diverse clients and constituencies. Social workers utilize principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply knowledge of human behavior and person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment and other multidisciplinary theoretical frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining problems and contracting with individuals, families, groups, organizations, and communities on mutually agreed-on goals. Social workers recognize the implications of the larger practice context in the assessment process and utilize interprofessional collaboration in this process. Social workers are reflexive and understand how bias, power, privilege as well as their personal values and personal experiences may affect their assessment and decision-making.

Social workers:

- Apply knowledge of human behavior and person-in-environment and other culturally responsive multidisciplinary theoretical frameworks when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process collaborating with clients and constituencies in developing mutually agreed-on goals.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment and other multidisciplinary theoretical frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals,

families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of interprofessional collaboration.

Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-based interventions to achieve mutually agreed-on practice goals and enhance capacities of clients and constituencies; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers also recognize the importance of using an anti-racist perspective in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, and other multidisciplinary theoretical frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Select and use appropriate methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Program Mission

Educational Policy 1.0—Program Mission

Accredited social work programs provide high quality generalist and/or specialized social work education at the baccalaureate and master's levels of practice. Programs are grounded in the profession's purpose and in the core values of the social work profession. The program mission reflects a process informed by a commitment to student attainment of social work competencies.

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, along with an anti-racist perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial and economic, and environmental justice.

Accreditation Standard 1.0—Program Mission

For all program options:

- 1.0.1** The baccalaureate or master's program has a mission statement.
 - *The program provides the baccalaureate or master's program mission statement.*
- 1.0.2** The program's mission statement is consistent with the profession's [purpose](#).
 - *The program describes how the program's mission statement is consistent with the profession's purpose.*
- 1.0.3** The program's mission statement is consistent with the profession's [values](#).
 - *The program describes how the program mission statement is consistent with the profession's values (Educational Policy 1.0).*

Anti-Racism, Diversity, Equity, and Inclusion (A DEI)

Educational Policy 2.0 – Anti-Racism, Diversity, Equity, and Inclusion (A DEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (A DEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference, and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of white supremacy/superiority (and its ensuing privilege) and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Faculty and administrators model anti-racist practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important A DEI discourse. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. The program's commitment to A DEI is reflected in both its explicit and implicit curriculum. Together the implicit and explicit curriculum constitute the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity and inclusion, and the development of cultural humility.

Accreditation Standard 2.0 – Anti-Racism, Diversity, Equity, and Inclusion (A DEI)

For each program option:

- 2.0.1** The program has specific and continuing efforts in the [explicit curriculum](#) related to anti-racism, diversity, equity, and inclusion.
- *The program provides specific examples of its continuing efforts within the explicit curriculum related to A DEI.*
- 2.0.2** The program has specific and continuing efforts in the [implicit curriculum](#) related to anti-racism, diversity, equity, and inclusion.
- *The program provides specific examples of its continuing efforts within the implicit curriculum related to A DEI.*

Explicit Curriculum

Educational Policy 3.0 — Explicit Curriculum

The explicit curriculum constitutes the program's design and delivery of its formal education to students, and includes the curriculum design, courses, course content and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum include anti-racist and global positional, interdisciplinary perspectives, and comparative analysis regarding policy, practice and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporates experientially based learning opportunities informed by andragogy (adult-focused teaching) that include digital/information literacy and/or technology supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interdisciplinary/interprofessional research. A range of rigorous outcome measures are utilized to guide the program's continuous curriculum iteration processes.

Educational Policy 3.1 — Generalist Practice

The baccalaureate program in social work prepares students for professional practice at a generalist level. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, that are subsequently demonstrated in student observable behaviors indicative of competence at a generalist level of practice. Cognitive and affective processes include the social worker's critical thinking, self-reflection, affective reactions, and exercise of judgment in a professional practice role and context.

Accreditation Standard 3.1 — Generalist Practice

For all program options:

- 3.1.1** The program's [generalist practice](#) curriculum rationale integrates classroom and field and is informed by the professional practice community.
- *The program provides a rationale for its generalist practice curriculum.*
 - *The program describes how its generalist practice curriculum integrates classroom and field.*
 - *The program describes how its generalist explicit curriculum is informed by the professional practice community.*

- 3.1.2** The program's curriculum content implements the nine required Social Work Competencies (and any additional competencies added by the program) to prepare students for generalist practice.
- *The program submits a comprehensive COA Curriculum Matrix Form.*
 - *The program provides a syllabus in Volume 2 for each course listed on the COA Curriculum Matrix Form to illustrate how its curriculum content implements the nine required social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.*

Educational Policy M3.2—Specialized Practice

The master's program in social work prepares students for Specialized Practice. Specialized Practice builds on generalist practice as described in Educational Policy 3.1, by integrating the Social Work Competencies that manifest in holistic professional practice. Specialized practitioners extend social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of Specialized Practice defined by the program, the program extends and enhances Social Work Competencies that are demonstrated in observable behaviors indicative of competence in specialized area(s) of professional practice in Social Work Competencies 6 (engage), 7 (assess), 8 (intervene), and 9 (evaluate). Specialized practitioners synthesize and employ interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to inform and improve practice, policy, and service delivery.

Accreditation Standard M3.2— Specialized Practice

For all program options:

- M3.2.1** The program has at least one area of [specialized practice](#). For each area of specialized practice, the program extends and enhances Social Work Competencies 6 (engage), 7 (assess), 8 (intervene), and 9 (evaluate) and any additional competencies developed by the program.
- *The program provides its area(s) of specialized practice (EP M3.2).*
 - *The program provides its extended and enhanced Social Work Competencies including 6, 7, 8, and 9 and any additional competencies developed by the program for each area of specialized practice.*
- M3.2.2** The program's area(s) of specialized practice build on elements of [generalist practice](#).
- *The program describes how each area of specialized practice (EP M3.2) builds on the elements of generalist practice (EP M3.1).*
- M3.2.3** The program's specialized practice curriculum rationale integrates classroom and field and is informed by the professional practice community.
- *The program describes its rationale for each area of its specialized practice curriculum.*

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- *The program describes how its specialized practice curriculum integrates classroom and field.*
 - *The program describes how its specialized practice curriculum is informed by the professional practice community.*

- M3.2.4** The program’s curriculum content implements its extended and enhanced Social Work Competencies 6 (engage), 7 (assess), 8 (intervene), and 9 (evaluate) and any additional competencies developed by the program to prepare students for specialized practice.
- *The program submits a comprehensive COA Curriculum Matrix Form for each area of specialized practice.*
 - *The program provides a syllabus in Volume 2 for each course listed on the COA Curriculum Matrix Form to illustrate how its curriculum content implements its extended and enhanced Social Work Competencies 6, 7, 8, and 9 and any additional competencies developed by the program to prepare students for specialized practice.*

Educational Policy 3.3—Signature Pedagogy: Field Education

Field education is the signature pedagogy for social work. 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 intentionally, ethically, and with integrity.

The Field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field Education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum within 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, 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 and measures of student acquisition and demonstration of the Social Work Competencies.

Responding to the changing nature of the practice world, student demographics and characteristics, field education programs articulate how they maintain and/or enhance students’ access to quality field practicum experiences. Field education programs develop field models designed to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program’s field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

Accreditation Standard 3.3—Field Education

For each program option:

- 3.3.1** The field education program ensures generalist practice opportunities are provided to all students to demonstrate social work competencies with individuals, families, groups, organizations, and communities in field settings.
- *The program describes how its field education program ensures generalist practice opportunities are provided to all students to demonstrate social work competencies in field settings with:*
 - *Individuals*
 - *Families*
 - *Groups*
 - *Organizations*
 - *Communities*
- M3.3.2** The field education program ensures [specialized practice](#) opportunities are provided to students to demonstrate social work competencies with one or more systems levels in field settings within each area of specialized practice.
- *The program describes the systems level(s) identified for each area of specialized practice.*
 - *The program describes how its field education program ensures specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings.*
- 3.3.3** The 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.
- *The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours for master’s programs.*
 - *The program describes how its field hour requirement is articulated to students and field personnel.*
- 3.3.4** The field education program has a process for identifying/approving field settings, orienting field instructors, continued engagement with field instructors and field education settings, and for evaluating field setting effectiveness.
- *The program describes the field education program’s process for:*
 - *Identifying/approving field settings*
 - *Orienting field instructors*
 - *Continuing engagement with field instructors*
 - *Continuing engagement with field education settings*
 - *Evaluating field-setting effectiveness*
 - *The program describes how these processes are articulated to students and field personnel.*

3.3.5 The field education program has a process for orienting students, placing students, monitoring/supporting student learning, implementing student safety measures, and evaluating student learning congruent with the social work competencies.

- *The program describes the field education program's process for:*
 - *Orienting Students*
 - *Placing Students*
 - *Monitoring/Supporting student learning*
 - *Implementing student safety measures*
 - *Evaluating student learning congruent with the Social Work Competencies*
- *The program describes how these processes are articulated to students and field personnel.*

B3.3.6 The program ensures all baccalaureate students receive field supervision from an individual (agency field instructor, faculty member, community member, etc.) who holds a baccalaureate or master's degree in social work from a CSWE-accredited program* and who has two years [post-social work degree practice experience](#) in social work.

- *The program describes its process for how the field education program ensures field supervision is provided by an individual (agency field instructor, faculty member, community member, etc.) with the required degree and practice experience.*
- *The program describes its process for how the program assumes responsibility for reinforcing a social work perspective when an individual with the required degree and practice experience is unavailable.*
- *The program describes how these processes are articulated to students and field personnel.*

M3.3.6 The program ensures all master's students receive field supervision from an individual (agency field instructor, faculty member, community member, etc.) who holds a master's degree in social work from a CSWE-accredited program* and who has two years [post-master's social work degree practice experience](#) in social work.

- *The program describes its process for how the field education program ensures field supervision is provided by an individual (agency field instructor, faculty member, community member, etc.) with the required degree and practice experience.*
- *The program describes its process for how the program assumes responsibility for reinforcing a social work perspective when an individual with the required degree and practice experience is unavailable.*
- *The program describes how these processes are articulated to students and field personnel.*

* Degrees from a CSWE-accredited program includes degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.

3.3.7 The program may permit field placements in organizations where the student is also employed when student assignments are directly linked to social work competencies and level of practice (generalist or specialized) and field education supervision is separate and distinct from employment supervision.

- *The program provides its policies for field placements in an organization in which the student is also employed including:*
 - *How the program ensures student assignments are directly linked to social work competencies and level of practice (generalist or specialized).*
 - *How field education supervision is separate and distinct from employment supervision.*
 - *How the program assists students with field education continuation (or change) in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.*
- *The program describes how these policies are articulated to students and field personnel.*

Implicit Curriculum

Educational Policy 4.0 - Implicit Curriculum

The implicit curriculum refers to the student learning experience and the program context or environment. The implicit curriculum comprises the following elements: admissions; advisement, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to ADEI. 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. This is manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and distribution of resources. The student learning experience and environment is as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

Educational Policy 4.1—Student Development

Programs recognize the need to support student development both in and outside of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program's commitment to student development includes program structures and resources that facilitate student participation/ input into the development and delivery of the explicit curriculum, program governance, and the shaping of the program's organizational culture. The professional development of the student requires a program's commitment to adequate resources from admission through graduation. This includes clear admissions, advisement, retention, and termination policies that reflect the program's commitment to anti-racism, diversity, equity, and inclusion. Programs further recognize the need to resource student-centered activities and initiatives designed to further student professional identity and comportment, as well as student preparation for professional practice. This includes, but is not limited to, academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.

Accreditation Standard 4.1—Student development: admissions; advisement, retention, and termination; and student participation

Admission

For each program option:

- B4.1.1** The program has admission policies including criteria for admission, application evaluation, and how the program notifies students of the admission decision, including contingent conditions, if applicable.
- *The program provides its admission policies for the social work program including:*
 - *Criteria for admission*
 - *Evaluation of applications*

- *Notification of decision*
- *Notification of any contingent conditions associated with admission, if applicable.*
- *The program describes how these policies are articulated.*

M4.1.1 The program has admission policies including criteria for admission, application evaluation, and how the program notifies students of the admission decision, including contingent conditions, if applicable.

The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a [recognized accrediting organization](#).

- *The program provides its admission policies for the social work program, including:*
 - *Criteria for admission, which includes an earned baccalaureate degree from a college or university accredited by a recognized accrediting organization*
 - *Evaluation of applications*
 - *Notification of decision*
 - *Notification of any contingent conditions associated with admission, if applicable*
- *The program describes how these policies are articulated.*

M4.1.2 The program offers Advanced Standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE* and ensures such students do not repeat generalist content at the master's level.

- *The program provides its policies for awarding Advanced Standing ensuring baccalaureate social work graduates entering master's social work programs do not repeat generalist content at the master's level.*
- *The program describes how these policies are articulated.*

4.1.3 The program has policies for [transfer](#) of social work courses.

- *The program provides its transfer policies for transfer of social work courses.*
- *The program describes how the policy is articulated.*

4.1.4 The program's admission's policies are equitable and inclusive, with particular attention to underrepresented groups.

- *The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented groups.*

4.1.5 The program does not grant social work course credit for life experience or previous work experience.

- *The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.*
- *The program describes how this policy is articulated.*

Advisement, retention, and termination

For each program option:

- 4.1.6** The program has policies for academic advising and [professional advising](#).
- *The program provides its policies for academic advising.*
 - *The program provides its policies for professional advising.*
 - *The program describes how these policies are articulated.*
- 4.1.7** The program has policies and [due process](#) for academic performance, [professional performance](#), and termination from the program.
- *The program provides its policies, including due process, regarding students':*
 - *academic performance*
 - *professional performance*
 - *termination from the program*
 - *The program describes how these policies are articulated.*

Student participation

For each program option:

- 4.1.8** The program has policies that ensure equitable and inclusive opportunities for student participation in the development and delivery of the implicit and explicit curriculum.
- *The program provides its policies for ensuring equitable and inclusive opportunities for student participation in the development and delivery of the implicit and explicit curriculum.*
 - *The program describes how these policies are articulated.*

Educational Policy 4.2—Faculty

Appropriate and qualified faculty representing diverse perspectives 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 model the behavior and values expected of professional social workers within the context of ADEI. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of program’s essential functions which may include but not limited to recruitment, enrollment, advising, student engagement, retention, curriculum development, teaching, research, scholarship, mentorship, oversight of student research, assessment, service on institutional or program committees, field education support and program management, appropriate class sizes and sufficient course offerings to meet program aims, and monitoring and evaluating student progress.

Faculty demonstrate sufficient educational qualifications and experience related to the Social Work Competencies and in those areas that are at the core of the program's mission. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full or part-time) and/or other appropriate professionals who are qualified for the positions they hold and work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

Accreditation Standard 4.2—Faculty

Inclusive of all program options:

- B4.2.1** There are no fewer than two (2) full-time faculty assigned to the baccalaureate program. These faculty members have a master's degree in social work from a CSWE-accredited program*, a full-time appointment to social work, and whose [principal assignment](#) is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty have a master's degree in social work from a CSWE-accredited program*.
- *The program submits the COA Faculty Summary Table which includes each full- and part-time baccalaureate program faculty member and documents their assigned time to the baccalaureate program.*
 - *The program submits a COA Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.*
- M4.2.1** There are no fewer than four (4) full-time faculty assigned to the master's program. These faculty members have a master's degree in social work from a CSWE-accredited program*, a full-time appointment to social work, and whose [principal assignment](#) is to the master's program. The majority of the total full-time master's social work program faculty have a master's degree in social work from a CSWE-accredited program* and a doctoral degree, preferably in social work.
- *The program submits the COA Faculty Summary Table which includes each full- and part-time master's program faculty member and documents their assigned time to the master's program.*
 - *The program submits a COA Faculty Data Form for each full- and part-time master's social work program faculty member.*
- 4.2.2** [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 degree practice experience in social work](#).
- *The program identifies the faculty who teach social work practice courses and affirms they have the requisite credentials.*
- 4.2.3** The program has a full-time equivalent faculty-to-student ratio not greater than 1:25.
- *The program attests to a full-time equivalent faculty-to-student ratio not greater than 1:25.*
 - *The program describes how this ratio is calculated.*

Educational Policy 4.3—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 that reflects and affirms respect for anti-racism, diversity, equity and inclusion. Faculty develop curriculum, formulate and implement policies that support the education of culturally competent social workers.

Administrative sufficiency includes distribution of resources across program options relative to program level, number of enrolled students in social work programs and registered in field practicum, modality and location in order to carry out the program's mission. In recognition of the importance of field education as the signature pedagogy, programs implement administrative structures for the field program that provide adequate and equitable resources, based on the size and number of students in field practicum, for systematically designing, supervising, coordinating, and evaluating the quality of the field education curriculum within all program options.

Accreditation Standard 4.3—Administrative and Governance Structure

Inclusive of all program options:

- 4.3.1** The program has the necessary autonomy to achieve the program's mission.
- *The program provides an organizational chart of its administrative structure.*
 - *The program describes how it has the necessary autonomy to achieve the program's mission.*
- 4.3.2** The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).
- *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).*
- 4.3.3** The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and practices for the recruitment and hiring, promotion, and tenure of program personnel.
- *The program describes how its administration and faculty of the social work program participate in formulating and implementing equitable and inclusive policies and practices for the:*
 - *Recruitment and hiring of program personnel*
 - *Promotion of program personnel*
 - *Tenure of program personnel*

- 4.3.4(a)** The program has a director administering all program options. Institutions with both accredited baccalaureate and master's programs have a separate director appointed for each program.
- *The program identifies the social work program director that administers all program options.*
 - *If applicable, institutions with accredited baccalaureate and master's programs identify the separate directors appointed for each program.*
- 4.3.4(b)** The program director has a full-time appointment to social work and has a master's degree in social work from a CSWE-accredited program.*
- *The program provides documentation that the program director has a full-time appointment to social work.*
 - *The program attests that the director has a master's degree in social work from a CSWE-accredited program*.*
- 4.3.4(c)** The program director's assigned time to carry out the administrative functions specific to the responsibilities of the social work program is commensurate with the program's full-time equivalent (FTE) of students: a minimum of 25% assigned time for fewer than 100 student FTE or a minimum of 50% assigned time for 100 or more student FTE.
- *The program attests the program director has the minimum percentage of assigned time to carry out the administrative functions of the social work program, based on the program's full-time equivalent of students.*
 - *The program describes the procedures for calculating the program director's assigned time and student full-time equivalent.*
 - *The program describes whether this time is sufficient to administer the program.*
- 4.3.5(a)** The program has a field education director, administering all program options.
- *The program identifies the field education director, that administers all program options.*
- B4.3.5(b)** The baccalaureate 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](#) in social work.
- *The program attests 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 in social work.*
- M4.3.5(b)** The master's field education 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](#) in social work.
- *The program attests 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-master's social work degree practice experience in social work.*

4.3.5(c) The field education director’s assigned time to provide educational and administrative leadership for field education is commensurate with the program’s full-time equivalent (FTE) of students: a minimum of 25% assigned time for fewer than 100 student FTE or a minimum of 50% assigned time for 100 or more student FTE.

- *The program attests the program’s field education director has the minimum percentage of assigned time to provide educational and administrative leadership for field education, based on the program’s full-time equivalent of students.*
- *The program describes the procedures for calculating the field director’s assigned time.*
- *The program describes whether this time is sufficient to administer the field education program.*

4.3.6 The program has sufficient personnel and technological support to administer the field education program.

- *The program provides an organizational chart for the administration for field education.*
- *The program describes whether its resources are sufficient to administer field education, including:*
 - *Personnel*
 - *Technological support*

Educational Policy 4.4—Resources

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

Accreditation Standard 4.4—Resources

For each program option:

4.4.1 The program uses its budget development and administration process to achieve its mission, address challenges, and continuously improve the program. The program has financial resources that are sufficient to achieve its mission.

- *The program describes the process for budget development and administration it uses to:*
 - *achieve its mission*
 - *address challenges*
 - *continuously improve the program*
- *The program submits the COA Budget Form for the baccalaureate or master’s program*
- *The program describes whether its financial resources sufficient to achieve its mission.*

- 4.4.2** The program has sufficient support staff to carry out its educational activities and achieve its mission.
- *The program describes its support staff or other personnel structure.*
 - *The program describes whether these are sufficient to support its educational activities and achieve its mission.*
- 4.4.3** The program has access to library resources that provide social work and other informational and educational resources necessary for achieving its mission.
- *The program submits the COA Library Report to demonstrate access to social work and other informational and educational resources necessary for achieving its mission.*
- 4.4.4** The program has sufficient technological access and technology support, and if applicable, office and classroom space.
- *The program describes its technological access and technology support, and if applicable, office space and classroom space.*
 - *The program describes whether these resources are sufficient to achieve its mission.*
- 4.4.5** The program has a wide array of resources and supports that reduce barriers while optimizing accessibility and equity for all its students.
- *The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students including:*
 - *Supportive technology*
 - *Student services*
 - *Physical spaces, if applicable*

Educational Policy 5.0—Assessment

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes and demonstration of the social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement in that is anchored in competency-based research, student learning outcomes, student learning experience feedback and professional practice community.

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 demonstration 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. Programs strive to increase the development and utilization of reliable and valid tools to evaluate explicit and implicit curricula to respond to changes in practice contexts. Effective assessment incorporates internal and external input relevant to the knowledge and skills that students have developed and demonstrated.

Assessment also involves gathering data regarding the implicit curriculum, with a particular focus on the programs efforts to foster ADEI in the student learning environment.

Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of social work competencies. Field education curriculum data will be included in the overall data collection methods that will help programs make decisions regarding the delivery of social work education. Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

Accreditation Standard 5.0—Assessment

For each program option:

5.0.1 (a) The program has a plan for ongoing assessment of student outcomes for all identified competencies in generalist practice (baccalaureate social work programs) and generalist and specialized practice (master's social work programs). The program assesses each competency, through at least two measures, one of which is based on demonstration of competency in field education. The assessment of student competence must be done by program designated faculty or field personnel. The measures, scoring, and achievement of competency are determined by the program; achievement may include benchmarks, indicators, etc.

- *The program submits the COA Assessment Plan Form*
- *The plan includes:*
 - *At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in field education.*

- *When each competency is assessed*
- *Where each competency is assessed*
- *How each competency is assessed*
- *By whom each competency is assessed*
- *An explanation of the scoring/rating for each of the measures*
- *An explanation of how the program measures student achievement of each competency*
- *Copies of all measures used to assess all identified competencies. If using course-embedded measures, include the assignment and scoring rubrics used to assess competency attainment.*

- 5.0.1(b)** The program has a process to calculate outcomes from its Assessment Plan.
- *The program submits the COA Assessment Outcome Form to provide its most recent year of summary data and outcomes from its Assessment Plan (AS 5.0.1).*
 - *The program provides its calculations for each of the identified competencies, inclusive of all measures.*
 - *The program provides evidence of student achievement of each competency.*
- 5.0.1(c)** The program has a process to formally review its assessment measures and achievement of student outcomes. The program makes specific changes based on outcomes with clear links to data.
- *The program describes the processes used to formally review its:*
 - *Assessment measures*
 - *Achievement of student outcomes*
 - *The program describes specific changes made based on assessment outcomes with clear links to the data on most recent assessment.*
- 5.0.1(d)** The program posts its assessment plan and outcomes publicly on its webpage. The findings are updated at minimum, every two years.
- *The program submits COA Form AS 4(B) or COA Form AS 4(M) to report its assessment plan and most recent assessment outcomes.*
 - *The program provides a hyperlink to the program's webpage where the assessment plan and outcomes are publicly displayed.*
- 5.0.2(a)** The program has a plan to assess [ADEI](#) efforts.

-
- *The program provides a plan to assess ADEI efforts identified in AS 2.0.2 which include:*
 - *What ADEI efforts are assessed*
 - *When ADEI efforts are assessed*
 - *By whom the chosen ADEI efforts are assessed*
 - *How the ADEI efforts are assessed*
 - *An explanation of the scoring/rating for each measure*
An explanation of how the programs measure achievement of its ADEI efforts
 - *Copies of all measure(s) used to assess ADEI efforts*

5.0.2(b) The program has a process to calculate outcomes from its ADEI Assessment Plan.

- *The program submits the COA ADEI Assessment Outcome Form to provide its most recent year of summary data and outcomes from its ADEI Assessment Plan.*

5.0.2(c) The program has a process to formally review its ADEI assessment measure(s) and achievement of outcomes. The program makes specific changes to its implicit curriculum based on outcomes with clear links to data.

- *The program describes the processes used to formally review its:*
 - *ADEI Assessment measure(s)*
 - *Achievement of outcomes*
- *The program describes specific changes made based on assessment outcomes with clear links to the data on most recent ADEI assessment.*

Appendix: 2022 EPAS Glossary

The 2022 EPAS glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

Educational Policy Terms

The following definitions were developed for use in the context of the 2022 educational policy:

Accreditation	A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.
Behaviors	Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.
Classroom	The organization of instruction including various face-to-face and/or e-learning methods of instruction.
Clients and constituencies	Those served by social workers including individuals, families, groups, organizations, and communities.
Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)	<ul style="list-style-type: none">• 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.
Competency-based Education Framework	A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum Design	Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.
Environmental Justice	Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).
Equitable	TBD
Field Education	TBD
Holistic Competence	The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.
Inclusive	TBD
Intersectionality	A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.
Knowledge	TBD
Multidimensional Assessment Methods	Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program Options	Various structured pathways to degree completion by which social work programs are delivered including face-to-face, online, branch/satellite campus, broadcast site, and correspondence.
Signature Pedagogy	Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.
Skills	TBD
Specialized Practice	<p>There are no fewer than four full-time faculty members assigned to the master's program. These faculty have a master's degree in social work from a CSWE-accredited program,* a full-time appointment to social work, and whose principal assignment is to the master's program.</p> <p>If applicable, institutions with accredited baccalaureate and master's programs identify the separate directors appointed for each program.</p> <p>Specialized practice builds on generalist practice, as described in Educational Policy 3.1, by integrating the social work competencies that manifest in holistic professional practice. Specialized practitioners extend social work knowledge, values, skills, and cognitive and affective processes and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention.</p>
Student Learning Outcomes	The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.
Technology	TBD

Accreditation Standards Terms

The following definitions were developed for use in the context of the 2022 accreditation standards (AS):

Curriculum (AS ____) All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula include supervised field education learning experiences.

Due Process (AS ____) Refers to appeals and/or grievance processes.

Faculty (AS ____) Refers to Program Director, Field Director, as well as full- or part- time faculty, lecturers, or adjuncts.

Field Hours (AS ____) TBD

Full-time appointment (AS ____) TBD

Full-time Equivalent (FTE) (AS ____) Refers to the institution's calculation of full-time faculty and student. Programs should calculate ratios that include part-time faculty (not field instructors at field settings) and part-time students in the full-time equivalency calculation.

Practice Courses (AS ____) It is within the purview of the program to define which courses they consider to be social work practice courses.

Policy (AS ____) The program's rule or regulation.

Post-social work degree practice experience (AS ____) The minimum requirement of two years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience. Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities. Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise. It does not include academic appointments.

Principal Assignment (AS ____) 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 social work program for which the program is seeking accreditation. The remainder of the identified faculty's time may be dedicated to teaching, administration, research, service, or other roles.

Professional Advising (AS ____) Professional advising typically focuses upon postgraduation preparation for entry into the profession, which could include: professional coaching, career development, licensing prep, interviewing tips, career materials prep such as a resume, portfolio, online professional presence, etc.

Professional Performance (AS ____) Professional performance criteria may include adhering to an educational or professional code of conduct, code of ethics, or behavioral expectations in the field placement, classroom, community, etc.

Recognized Accrediting Organization (AS ____) The accrediting organizations identified in the Council for Higher Education Accreditation (CHEA) directory. Recognition by CHEA affirms that the standards and processes of the accrediting organization are consistent with the academic quality, improvement and accountability expectations that CHEA has established, including the eligibility standard that the majority of institutions or programs each accredits are degree-granting.

Transfer of Social Work Credits (AS ____) The process of awarding student credit for social work courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies concerning the transfer of credits. However, programs may only accept field education and practice course transfer credits from other CSWE-accredited or candidate social work programs, unless the program is able to explain how the program assesses course equivalency to comply with all field education standards and practice course instructor qualifications in the EPAS.



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