

AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK

MANUAL OF ACCREDITING

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FOREWORD

To its Committee on Accrediting Methods, when first appointed in June 1941, the American Association of Schools of Social Work assigned the responsibility for developing general criteria for use in examining schools applying for membership and in re-examining schools already members. The result of that assignment is this report, the Committee's first.

In the course of its task, the committee became increasingly conscious of two principles which it believes basic to the future development of social work. One is that in view of the constantly enlarging responsibilities of social workers in society and the increasing demands of professional practice, social work education must be developed, broadened, and enriched. This process, the committee believes must proceed from within -- through enhancement of the distinctive qualities of social work education by improvements in curriculum, teaching methods, and calibre of students and faculty.

The other principle is that since the school of social work has an obligation to both the university and wider community of which it is a part to maintain a high standard of usefulness, the school should always be conscious of the perpetual need to assess its program and procedure. This assessment, the committee believes, being of necessity continuous, cannot be carried on against hard and fast criteria. For criteria must change as the general profession of social work advances in knowledge, as special studies affecting schools are completed, and as constant review of members of the American Association of Schools of Social Work casts

new light on the norms for accrediting.

Consequently -- since the subject of this manual is dynamic -- the manual itself must be dynamic; and this first version must be looked upon as only a beginning. Its content will be altered from time to time, and additional material will be added. It is to be regarded as in a state of continuous development.

The aim of the manual is threefold. First, it strives to set forth in some detail the features to be scrutinized and the conditions to be considered favorable by the Accrediting Committee in examining both schools already members of the Association and schools newly applying for membership.

Second, it is designed for use as a source of reference on standards so that the same standards will be observed in the contemplated periodic review of members as in the examination of would-be members.

Third -- since, of course, conditions acceptable for membership are likewise regarded as characteristic of sound school administration -- the manual is intended to serve as the basis of a handbook for school administrators on standards of school administration. There are many policies already formulated that should be easily available to school directors, and as these are collected and summarized, they will be forwarded to school directors for inclusion in the manual. Freshly formulated policies will likewise be forwarded as they are evolved. To directors with long experience in the Association, present standards will not be new; but their bringing-together will be helpful. To new directors, the manual will have double value.

Schools are cautioned to remember that compliance with the minimum requirements set forth in the Association's constitution does not

3.

necessarily assure admission to Association membership.

January 1943.

INTRODUCTION

Social work, professionally considered, is little more than a generation old. The oldest school was established on a full time basis less than forty years ago. As now Schools multiplied the need arose to define curriculum content and competency of teachers. Therefore the first task of these schools was to establish a common channel of communication between them that their development might be as uniform as possible and their progress advanced by easy interchange of method and content among themselves. This led to the establishment of the AASSW in 1919.

At that time, the close of the World War, education for social work was being introduced into many universities and colleges because of the steady vocational demand for "trained" social workers. Simultaneously with the effort of the schools within the newly formed Association to arrive at a common understanding of their function and acceptance of standards for themselves, other schools began to apply for membership, and the Association was therefore forced to establish criteria for admission, and hence embark upon the project of accrediting.

Originally, the Association recognized its standards were but tentative and therefore foresaw the double task of maintaining the standards agreed upon (by its members) as rules of eligibility by which applicant schools might be evaluated, and also that such rules or standards would need to be raised from time to time as findings of the underlying sciences became available, and as the practice among competent social workers enlarged professional technique susceptible of being transferred by educational processes.

There are probably four events reflecting the accrediting influence of the Association.

(a) In 1929, the American Association of Social Workers revised its membership requirements, including the completion of certain credits in "an approved school of social work" in its new provisions. This did not go into effect until 1933, and in the meantime the depression had hit the country in full force with the resulting unprecedented multiplication of positions calling for competent social workers. There has been pressure on the professional association, and to a lesser extent on the schools to lower educational standards of eligibility to the profession, but they have apparently been sound enough to hold their own against the pressure for dilution.

(b) Definition of the content of the curriculum was made necessary partly to establish some degree of similarity between what was being taught in the different schools, but also and very largely perhaps, as a criterion by which eligibility of schools applying for admission could be tested. There was therefore adopted about 1932 what has come to be called the Minimum Curriculum, which has been in force since.

(c) Simultaneously the length of the curriculum and its place in the academic structure needed to be determined; and it was decided, and has remained the rule, that it should cover two years of academic work on the graduate level.

(d) Finally the experience in accrediting led the Association at its annual meeting in 1937 to raise its standards of eligibility still higher by requiring the two year curriculum shall all be on the graduate level after the end of the academic year 1938-39. The schools of social work are therefore probably the first educational institutions preparing for a profession to be placed entirely upon a graduate basis.

The Association has paid considerable attention to what might be called the constructive aspect of accrediting, that is, raising standards among its own members.

Many of the activities of the Association center about such projects as special committees on various aspects of the curriculum, programs at the semi-annual meetings of the Association and the adoption of a uniform system of statistics of enrollment.

Twice the Association has considered the matter of standards among its own schools so important as to ask for and receive grants from foundations to make special studies of its schools. The Macy Foundation by a small grant made it possible for the Secretary of the Association to spend most of the academic year 1934-35 visiting the schools, discussing the application of the minimum curriculum and inspecting contents of courses and competency of instruction.

In the year 1936-37 the Executive Committee instituted a self study of the schools, and conducted conferences with representatives of many of the member schools, resulting in the withdrawal of two institutions from membership in the association and in specific recommendations to a number of other member schools. Finally, the Association, in the academic year 1938-39 with a more generous grant from the Rockefeller Foundation, undertook a study of member schools, with the view of examining their competency to extend their work to prepare men and women for the wider field of all the public social services. Report of this study was published in 1942.*

The Association feels it is only at the beginning of its task of

*Study Committee, American Association of Schools of Social Work. Education for the Public Social Services, Chapel Hill, 1942.

accrediting, especially on its constructive side.

(a) We have only just begun to study the method of accrediting. What has been done is the result of the exigencies of the rapidly growing field, rather than because of careful study of scope and method of accrediting. This must be remedied, as its neglect has resulted in some injustices and resentment.

(b) The subject of competence of instructors is almost a no man's land. On the one hand practitioners who, largely on a part time basis, constituted the majority of teachers in most of the schools, chosen because of availability or reputation or both. On the other hand, there were some instructors, mostly full time, who had come from law, political science, economics, sociology, or other related disciplines. The development of a body of instructors who have had a valid experience in practice based upon sound educational preparation is largely in the future. There are few more important problems facing the schools.

(c) The curriculum, both as to subjects and content has probably made more progress than either of the above matters, but a vast amount of work remains to be done in order to establish defensible standards, giving form to the process of professional education for social work and at the same time allowing wide latitude for the experimental and the unusual. Specifically, the minimum curriculum needs to be expanded to a two year program and the matter of a third or even of a fourth year of professional studies examined.

(d) As yet there is only a vague agreement upon preprofessional educational preparation. What it should be, how rigid or how flexible, whether any attention should be paid to it, are all matters on which there is no agreement at present but a good deal of request for guidance.

(e) Hardly appreciable yet, but certain to become important in the

near future is personal qualification of students applying for admission to schools of social work. Because the social worker to a unique degree deals with persons rather than with problems, the question of what sort of a person it is who practices social work assumes an importance which schools will have to recognize. Our schools cannot avoid responsibility for selecting the personnel of social work, and while there is as yet no agreement on a method by which such selection can be made, the job cannot be ignored.

STATEMENT OF POLICY

I. Membership

The American Association of Schools of Social Work will accredit only professional schools, on a graduate level, educating for the field of social work.

II. Purpose of Accrediting

1. To describe the characteristics of a professional school of social work meriting public recognition.
2. To stimulate, through accrediting practices, the improvement of professional education for social work.
3. To serve member schools as a guide in school relationships -- that is, in admission of students, transfer of students, and selection of faculty.
4. To guide prospective students seeking professional education in social work.
5. To assist colleges in advising students as to choice of schools, and to promote in every possible way the coordination of undergraduate and professional education.
6. To assist with the raising of professional practice in the field of social work through the provision of well equipped practitioners.

III. Basis of Accrediting

A school will be judged upon the basis of the total pattern it presents. That is, although all of a school's aspects will be evaluated, strength in one facility or activity may be considered as compensatory for deficiency in another.

IV. Eligible Schools

A school of social work applying for membership in the American Association of Schools of Social Work should fulfill certain requirements relative to organization, administrative entity, director, faculty, curriculum, budget, and permanency of program.

1. The professional curriculum should be entirely graduate -- that is, it must be based on the completed course of the liberal arts college.¹

2. The faculty should be qualified academically and professionally, equipped with a broad liberal arts education, sound graduate professional education, and satisfactory experience in the practice of the profession.

3. The curriculum must be so planned and directed that fulfillment of class and field work requirements leads to a certificate or degree.

4. The school must be part of, or affiliated with, a college or university accredited for graduate work by the appropriate accrediting authority, and must have within that framework an entity apart from other divisions of the university. It must have defined professional objectives which are expressed in an organized curriculum, and must be administered by a director qualified to give leadership to the school and to exercise control over the rules of admission, graduation of students, choice of faculty, and content of curriculum.

5. The school must have an annual budget for teaching and administrative salaries which can be shown to be adequate to carry out its program.

6. The school must have been in operation long enough to make possible an evaluation of its program.

These requirements represent those set forth in the Association's by-laws and are the minima which a school must meet. Meeting of the

¹Exception may be made in the case of a few special students as provided

minima does not assure automatic acceptance into membership.

V. Individuality of Schools

While it is necessary to consider certain characteristics as basic -- such as quality of leadership, competency of faculty, standards of instruction, character of curriculum, student accomplishment, and financial adequacy -- it is important, also, to protect such school variations as appear to be educationally sound. Uniformity in school policies and practices is believed not only unnecessary but undesirable. The philosophy of individual differences is as valid for institutions as for individuals. Well conceived experiments, in line with the expressed function of the school aimed to improve educational processes, are considered essential to the growth of social work education and will be encouraged.

VI. Published List of Accredited Schools

The Association will publish semiannually the list of accredited schools of social work, distinguishing between those that are one-year and those that are two-year.

VII. Continuing Revision of Policy and Procedure

Continuous study leading to adjustment and improvement is regarded as necessary for full realization of the accrediting plan and will be considered an integral part of the accrediting activities of the Association.

In pursuance of this policy, there will be collected periodically from member schools such information as will contribute to the procedure of accrediting and reveal the changing character of the member schools.

CRI TERIA FOR EXAMINATION OF SCHOOLS

The scope of examination for the purpose of accrediting a school applying for membership in the Association or of evaluating one already a member, covers a study of the school's objectives, physical plant, finance, faculty (including director), concern with its own problems, requirements for certificate or degree, quality of instruction, curriculum, library facilities, student services, administration and organization, and place in the structure of the immediate and larger community of which it is a part.

I. Objectives

A school must provide a statement of the objectives by which it determines its policies and activities. Such statements may be included in the school's charter, constitution, by-laws, board of control minutes, faculty minutes, and official publications like catalogues, reports of college officers, and bulletins designed for students. Official papers of the president of the university, or the executive officer, may likewise contain statements of objective.

Wherever objectives are defined, they must be clearly and unequivocally expressed so that it can be definitely determined whether or not the school's stated purpose is professional education for social work. It is of especial importance that statements in bulletins or catalogues be clear to all interested -- students, faculty, and public.

The information given in bulletins and catalogues should enumerate the fields of social work¹ for which the school plans to prepare its

¹See section on "Curriculum" for a discussion of fields of social work.

students and should set forth the curriculum content, conditions of entrance, time required for completion, and enrollment. Objectives in the development of students should likewise be recorded, as should be clientele the school is prepared to serve and whatever limitations exist on specific student groups.

It is paramount that school objectives be in harmony with practice and that wide gaps do not exist between the aims set forth in printed statements and the practices of the instructional staff. Objectives must be given reality through specific courses oriented to that purpose. Likewise it is important that objectives are not claimed to which it is impossible to gear activities.

The Association has no desire, of course, to insist upon rigid adherence by a school to its original purpose. Objectives alter with the times, and modification of objectives and program is often called for. When such is the case, however, the Association suggests that there be a restatement of objectives. Furthermore, it recommends that no school publicize a program until a plan has been worked out by which it can be effectuated.

Nor is it the object of the Association to press all schools into a mold. No school can be accredited, it is true, that fails to meet the minimum requirements. Nevertheless, recognition is given to the fact that the totality of possible objectives includes many variations and that, consequently, a given school may be able to devote itself only to a limited part of that totality. So long as a school adheres to its particular group of objectives -- and that group is approved by the Association -- it is under no compulsion to adopt another.

There is no presumption, furthermore, in setting up the norms for

accrediting, that each school can be consistently excellent in every aspect.. Excellence in certain facilities and activities may compensate for other aspects that are less satisfactory. A school's awareness of its weaknesses and conscientious effort to study and remedy them, are also to some degree compensatory for deficiency.

It is the aim of accrediting to protect a school in its unique purposes and to help it to be the best possible school of its type. By its expressed purposes will its facilities and activities be judged.

II. Physical Plant¹

Evaluation of the physical plant of a school calls for its consideration from two angles. One is from the point of view of the facilities provided, the other from the point of view of their care and operation. Excellence in both is measured against generally accepted standards for school facilities and against the demands made by the school program.

Because of the wide diversity among schools in size, program, finance, and other attributes, criteria for physical plant cannot be rigidly set up or mechanically applied. Necessarily, they must vary with each case and in each case be affected by the expressed objectives of the school.

In general, however, it may be said that the physical plant must be adequate for the conduct of the school and must effectively contribute to the realization of its objectives. Adequacy, in turn, is determined by such features as location, general type of building, classrooms, seminar and student meeting-rooms, and office space for instructors and school administration.

Location is judged by the school's accessibility to the student group it serves and by its relation to social agencies and the university as a whole. To all students the school should be easily accessible and therefore close to adequate public transportation. For the benefit of part-time students who are employed, it should also be convenient to the usual centers of employment. Likewise it is important that the region be such as to furnish easy access to social agencies. Where the

¹Since the school of social work is always part of an accredited university, and the physical plant of the university is evaluated by that association, this setting-forth of criteria should not be construed as applying to the plant of the university. Physical plant is here discussed only as it affects the school of social work.

university is concerned, facilities shared in common, such as auditoriums, chapels, and libraries, should be close enough to the school to enable social service students readily to take advantage of them.

The general type of the buildings of the school should, of course, be suitable to the function the buildings serve. If the plan of each does not reflect that function, school operation may be materially affected.

Adequacy of classroom is, in turn, measured by the type of instructional program and the size of enrollment. There should be a sufficient number of rooms of various sizes and kinds to house the various sizes and kinds of classes offered; and, with reference to other facilities, rooms should be so placed as to be easily accessible to students. Classrooms should be supplemented by student seminar and conference rooms and also by a meeting-room where social service students may gather to discuss their problems. On the provision of this latter often depends, to a varying degree, the morale of the school.

Adequacy of office space for the faculty and school administration hinges, of course, upon the size of these respective groups. For the faculty, however, a private office for each full-time member is generally considered desirable; while for the school administration, space should be such as to promote maximum efficiency.

In all these physical accommodations, the Association is naturally concerned with lighting and ventilation and, in the classroom, with teaching equipment as well. Also of concern are any other facilities appropriate to the purposes of the school.

It goes without saying that with regard to care and operation of the physical plant, both must contribute to sound school functioning. Their

evaluation, like evaluation of more concrete facilities, is made in terms of the specific needs of the school as determined by its objectives.

Excellence of physical plant is, of course, no substitute for high calibre staff and progressive ideas. Nevertheless, good location, adequate space, privacy for the faculty, and some measure of comfort, all contribute to a school's effectiveness and should not be minimized.

III. Finance

Sufficiency of school finance is of primary concern to the Association since on it depend so largely a school's strength of faculty, adequacy of facility, and maintenance of high standards. Without adequate finance, the permanence and stability of the entire program is jeopardized; moreover, there is a temptation to continue in the enrollment students of poor academic quality.

Financial resources should be sufficient to give some assurance of a school's permanence and to forward its educational program on a professional level and in accordance with its stated objectives. To this end, the Association requires that "the school shall have an annual budget for teaching and administrative salaries which can be shown to be adequate to carry out the program."¹ This means that, since experience has shown that social work cannot be acceptably taught when income is solely from student fees, no school can be accredited which does not have substantial revenues from sources other than student fees.

In determining financial adequacy, each school will be judged in terms of its particular program, and attention will be given to income, expenditures, free services received, stability of financing, and financial accounting and reporting.

In considering income, the Association is chiefly concerned with the proportion derived from various sources -- that is, from students, contributions and grants, university allocations, and so on. These, in turn, should be broken down into their component parts -- income from students, into tuitions, fees, and other sources; contributions and

¹Formerly, the Association's By-laws provided that, to be accredited, schools must have a minimum annual budget of \$10,000. Since this sometimes operated to approve schools whose revenues were inadequate for their programs, or whose programs were at a minimum, the requirement was altered in 1939.

grants, into revenue from foundations, government, federation and community funds, social agencies, individuals, and other sources; endowments, into those belonging to the school and those belonging to the university; and so on. Endowment income, for accrediting purposes, is defined as the net earnings of permanent, productive funds assigned for educational purposes. These funds must be directly under the control of the school or definitely assigned for its benefit.

Expenditures, in turn, should likewise be broken down for the scrutiny of the accrediting body. Salary data should show expenditures for administrative officers, classroom instructors, field work instructors, special lecturers, clerical help, maintenance service, and so on. Also of concern are such expenditures as those for fellowships and scholarships, promotion, travel, rent of buildings and offices, maintenance, telephone and other communications, supplies, and equipment. The amount of educational expenditure required to maintain a program at a given level of excellence varies to some extent, of course, with the size of the school and the scope of the program,

Necessary adjustments are made in the usual criteria, of course, for services contributed by volunteers or members of religious bodies to whom no salaries are paid. In such adjustments, it is Catholic institutions that are chiefly concerned,

In determining financial stability, avoidance of indebtedness and a substantial per-student income from stable sources other than student fees, are the chief criteria. It is essential that income from non-student sources be sufficient to avoid exploitation of students on the one hand and the financial exigencies that lead to lowering of standards on the other. At the same time, it is also important that income from students be sufficient to support its just share of an effective

educational program.

Where financial accounting and reporting are concerned, the importance of precision and clarity cannot be overestimated. Method and time of budget preparation, type of report, procedure in submitting the budget, and budget revision, are also matters of concern to the Association. On the soundness of financial procedure depends the validity of all financial data and, consequently the validity of the decisions of the accrediting body itself.

IV. Faculty

Since an important criterion of the excellence of a school is the leadership available to its program, the number and quality of its faculty are legitimate features to test. For every phase of a school's program depends upon its faculty.

As in the case of evaluation of physical plant, however, no hard and fast standards may be applied, for both number and quality of faculty must be measured in the light of school objectives.

In general, size of the faculty should be such as to permit proper discharge of faculty functions.¹ To ensure this, the number should bear some relation to the number of courses offered and the number of students. In addition, since faculty may be composed of both full-time and part-time members, the ratio between those who are full-time and those who are part-time is also considered.

There is great variation among schools and within individual schools in the duties and responsibilities of part-time instructors as well as the time put in by them. By and large, they do not assume the responsibility for school problems that full-time instructors do. Nevertheless, some not only teach but also serve on school committees and carry additional responsibilities. Others, on the other hand, may be limited to the teaching of only one course. Thus, it is evident that faculty numbers alone are no criterion of adequacy in faculty size.²

¹According to the Association By-laws, schools offering a one-year program must have at least two full-time instructors; schools offering a two-year program, at least three. In the two-year schools, it is required that one of these be the school dean or director.

²This is an area that needs further exploration by the Association. Not only should there be classification of part-time faculty but also study of equivalence between part-time and full-time faculty. At the present time, part-time instructors are loosely defined by the Association as "those whose full salary is not carried by the school or whose full time is not utilized by the school."

In general, although the Association does not minimize the contribution of the part-time faculty, it believes that over a period of years the scope of a school's curriculum will be enlarged if the full-time faculty is increased over the part-time.

In ensuring quality of faculty, the manner of recruiting and appointment is important. Responsibility should lie with the school dean or director, but the rest of the faculty should have an opportunity to participate in nominations -- one fairly sound practice being for the director to make nominations after consultation with a faculty committee. In addition to holding the usual personal interview, the school should gather considerable data concerning candidates. These personnel records should cover age, health, education, experience, writings and publications, membership in learned and professional societies, and competence in teaching and research.

The quality of a school's dean or director more often than not reflects the quality of the school. Therefore, the director's qualifications are one of the most important criteria in judging a school. Being executive heads, and empowered in cooperation with the rest of the faculty and within the limits of university regulations to exercise control over all school matters, school directors should bring to their posts the qualities of leadership and foresight on which the future of professional education for social work depends. Professional experience in social work, graduate study beyond the M. A. level, and familiarity with the problems of social work education as indicated by previous connections and experience -- these are the things to be looked for. No hard and fast rules can be laid down; compromises may have to be made. Nevertheless, the desiderata stand. For without professional experience, advanced graduate study, and knowledge of educational problems, those in

posts of school leadership cannot bring to their jobs the understanding and competent direction which they demand.

Instructors in fundamental social work methods and in the practice of social work, should meet minimum specifications similar to those for directors. All other instructors should have appropriate education and experience in their respective fields. Broad general training, a high degree of competency in special areas, acquaintance with the problems of professional education for social work, ability to meet the requirements implicit in school objectives, demonstrated teaching capacity, and high correlation between particular fields of teaching and education and experience -- these are the general criteria.

Experience in the practice of social work, it should be stressed, as well as in social work education, is greatly to be desired; for contact with the field is needed to visualize teaching. Not only should the experience be authoritative, it should also be recent -- a point which the Association urges schools to consider in making new appointments. Moreover, it is important that experience in practice be well divided between public and private social work; for if schools are to prepare for the field as a whole, faculty experience in the public social services, and understanding of them is greatly to be desired. The Association is concerned with the agency or agencies in which the experience was obtained and with its type, length, and quality.

Productive scholarship as evidenced by scholarly publications and contact with learned societies is also of concern. Books, articles, and reviews written, are considered, as are membership and participation in learned societies and in conferences and professional organizations. Quality of participation is wanted, rather than quantity.

A kindred consideration is the incidence of possession by faculty

members of advanced degrees; for their presence usually indicates superior mastery of professional content. In all cases, however, attention is given to the subject in which the degree was taken and to its relationship to the courses taught. Scholastic and teaching competence is sought rather than mere possession of degrees.

It is recognized, of course, that not every faculty member, or every future faculty member, has, or will have, all these qualifications. The essential point is that the over-all level of the faculty should be as high as is possible to build it; for no school can rise above the level of its personnel. If a school does not possess staff who are outstanding in both productive scholarship and authoritative experience and leadership in the field, then it is essential that those who are outstanding in the one be supplemented and balanced by those who are outstanding in the other. Otherwise, the school will not command the recognition from university and community which it should by right of significance of function.

Faculty organization is another concern of the Association -- the degree of faculty contribution to the school being directly conditioned by the presence or absence of good organization. The form of organization necessarily varies with the size of the faculty and the teaching arrangements of the particular school; but whatever the specific form, it should encourage all members to share in the work of the school as a whole, and should stimulate their initiative and use their special abilities in so doing. No school is too small for some kind of faculty organization. Its presence indicates that planning is going on; its absence, that planning is at a minimum.

Specifically, accrediting is interested in apportionment of the curriculum between full-time and part-time instructors, identity of those

carrying minimum curricular courses, success of the director in delegating functions, and, in general, division of all types of responsibilities. Kinds of responsibility carried are also of interest -- for instance, faculty participation in selection of staff, admission of students, and so on. It is believed that the planning process, as expressed in terms of faculty organization, should go beyond a narrow definition of school affairs and include the place of the school in the university structure as well as in the wider community.

Faculty meetings should be held regularly at an hour when all members can attend, and enough time should be allowed for adequate discussion of all matters to be considered. Beforehand, an agenda should be prepared, and circulated, and a presiding officer selected. It is as important to draw the part-time faculty into full participation in meetings as in other school affairs. Except in very small schools, where discussions are informal, minutes should be kept and should form an official record of faculty thought and decision, so that over a long period of time the changing policies and objectives of the school are there set forth and an authentic school history constituted. In this way, minutes can serve not only as a basis for evaluation of present programs and for planning for the future but as a means of keeping faculty members informed of the chronology of developments in the school and, as reflected through the school, in the field.

The number and organization of faculty committees will vary, of course, according to the size of the faculty and other characteristics of the school. It is generally desirable, however, to have two kinds of committees -- those concerned with educational policies and planning, and those concerned with administration. Continuous examination and improve-

ment of curriculum and instruction should engage the attention of the former; while the latter should devote themselves to advice and assistance to the director on such administrative matters as admission of students, curriculum requirements, degree or certificate requirements, awarding of fellowships and scholarships, and similar problems. Both types have a study and planning function, however, and both should strive to devise methods of clearance so that every faculty member will be consistently up to date on developments in school and field.

As essential to faculty effectiveness as sound organization, are good working conditions. Conditions which have a direct bearing on teaching efficiency include the teaching load, tenure of service, salary, and provisions for retirement and insurance.

The teaching load cannot, of course, be measured by itself alone. Administrative burdens and community and other commitments must be considered in conjunction. Measurement of the load itself involves examination of teaching hours per week, number of different courses, time spent in conference with students, size of classes taught, and status of instructors as full-year employees or nine-month employees. Schools should exercise care that loads are neither too concentrated nor too spread and that there are neither too many courses nor too many repetitions of the same courses.

Policies relating to tenure should conform to those of the American Association of Universities. Tenure should be of reasonable length and should be assured during the period specified so that there will be adequate faculty stability. For each member, terms of appointment should be clearly understood both by instructor and school. Any policy that makes reasonable tenure precarious for competent instructors is undesirable.

Salary, retirement, and insurance policies should, in turn, conform to good personnel practice. The salary plan should include differential provisions for advancement in rank and remuneration. And both salary and retirement provisions should be sufficient to attract qualified personnel.

Certain other measures now widely employed as supplementary aids to faculty effectiveness will likewise be considered in accrediting. These include traveling expenses in whole or in part for attendance at professional meetings, reduction of teaching loads below normal for a period without corresponding reduction of salary, and provision for sabbatical or other type leaves. It is not assumed that these measures are all equally valuable or usable; but all are tools for promoting the professional growth of faculty.

V. Self-study by Schools

Since an important characteristic of an effective educational institution is its concern with its own problems, the Association believes that schools of social work should engage in continuous self-study and should furnish evidence of such in the form of copies of studies completed.

Consideration will be given to the means and methods by which the school studies its problems, the nature of the problems selected, the staff assigned to the study, the attitude of the administration, and the ways in which study results are made available to faculty and others interested.

Since the object of self-study is improvement of school policies and procedure, it is imperative that studies be made with the utmost thoroughness so that all pertinent facts are obtained. Techniques should be those accepted for educational investigation and should, in all instances, be suited to the individual study involved. Particular study needs may require the interest and enlistment of those outside the school; but whatever the unusual needs in specific cases, the use of the scientific method is suggested in all.

Activities that may be classified as investigations of school problems vary widely in character, scope, and importance. They may deal with any phase of a school's work or with any matter of immediate or remote concern to a school. For instance, investigations that seek to clarify an educational issue, to provide new knowledge of social work education, to demonstrate the validity of a procedure, to improve an old practice or institute a new, are all in order. Consequently, it is not assumed in any case that a fixed pattern should be followed. Nor is it assumed that studies need be of great magnitude to be important; indeed, the presence of numerous small studies is often as significant as that

of a single large one.

Issues that call for study in a particular school depend, of course, upon the local situation. Conditions of faculty service, methods of instruction, curriculum, admission requirements, requirements for degrees or certificates, administrative organization, finance, are all samples of areas that might be covered either in whole or in part.

It is not possible, of course -- nor is it necessary -- to suggest to a school which of its aspects need study. A good starting place for many, however, is enrollment, since enrollment is affected by a number of diverse influences, any one of which may be revealed as a trouble spot. Failure of students to remain at an institution, for instance, may be shown by study to be the result either of lack of aptitude or money or, on the other hand, of deficiencies in curriculum, administration, admission requirements, or some other factor over which the school has control. Thus, through study of enrollment, signposts to rectifiable faults may be uncovered.

A closely related study-potential that is likewise a good starting point since it influences many aspects of a school, is the geographical area from which students come. Some schools are purely local with respect to clientele, others serve the state of their location, others a group of states, still others the entire country. If data of student distribution are compiled, schools will be helped both to self-knowledge and to knowledge of the extent of the competition they must meet. From these springboards, many other useful surveys can be made.

Whatever the starting point of self-study, however, the process itself should require active participation from the entire staff and should develop among the staff an attitude favorable to continuous self-survey as a means of promoting improvement and growth. Social work

education has need of the knowledge to be gained from such study. This manual, as part of social work education, likewise has need of it.

VI. Requirements for the Certificate or Degree

Of the 42 member schools of the Association (all but one of which are affiliated with, or integral parts of, larger academic institutions), 35 are two-year schools and 7 are one-year schools. The difference between the two types is quantitative not qualitative -- the same standards applying to both with regard to quality of curriculum, faculty, work performance, and the other criteria set forth in this Manual.

Because of the quantitative difference, however, it is recommended that the two kinds of school offer different awards as evidence of completion of their courses. For the one-year school, a professional certificate is urged; for the two-year, a professional degree.

Requirements for certificates and degrees cannot be arbitrarily stated at this time because the desiderata are not yet well evolved. However, an Association committee is now at work on the problem, and when its report is made, specific criteria can be set up.

Until that time, only certain general principles may be laid down.

For two-year schools, the desideratum is a curriculum consisting of not less than two academic years of study in graduate professional social work, including the course of study which covers the basic minimum curriculum of the Association.¹ At least three full-time faculty members are required. For one-year schools, the desideratum is a curriculum consisting of not less than one academic year of study in graduate professional social work, the courses to be drawn from the basic minimum curriculum of the Association unless given in addition to that curriculum. In addition, there should be not less than two full-time faculty members, plus whatever part-time faculty is needed for special work,

The provision of one-year schools in no way disavows the belief that

¹It is expected that the minimum curriculum will change from time to time.

two years of graduate professional study constitute basic preparation for social work. One-year schools should be established only where resources do not justify the two-year curriculum and where the need for personnel, even after only a single year of preparation, is great. Completion of the one-year course does not imply completion of preparation but, merely, completion of half of the accepted two years of graduate study. It is for this reason that the Association recommends that the one-year school offer a professional certificate, and the two-year school a professional degree.

In both types of school, however, the evidence of course completion should be awarded only on the basis of fulfillment of certain criteria. Schools should set high standards for students and show not only what those standards are but how they are maintained. Furthermore, in social work, as in other fields, standards ought not be formulated by graduate bodies but by schools themselves. No more than the school of social work is tied to the university curriculum committee should degree or certificate requirements be tied to the graduate board. Likewise is it important that constructive experimentation is not thwarted.

In addition, it will be assumed by the Association that students have met certain definite requirements. They should have put in not less than one academic year for the certificate, not less than two for the degree. They should have really completed the work; and the school should have evidence that it has been satisfactorily completed, that passage of the requisite year, or two years, has not merely amounted to spending of time. To accumulate this evidence, any one or a number of methods may be required by the school -- oral examinations, written examinations, or other devices.

Lastly, the degree or certificate should be awarded not only as

evidence of technical skill but also as evidence that the holder has the deeper knowledge and understanding of the field that is requisite for leadership. Unless schools are able to impart these, their mission is to a great extent unfulfilled, For it is on such knowledge and understanding that advancement of the profession so largely depends.

VII. Curriculum

One of the major tasks which confronts the Association in accrediting a school of social work is evaluation of its curriculum.¹ Students now in schools of social work will be obliged in future years not only to maintain the status quo of the profession but also to gather and interpret new data and formulate new plans and policies. This adaptation of existing methods and principles to changing needs is a task of such magnitude that social workers must have the best preparation that can be given. Thus, curriculum is, along with faculty, the heart of social work education.

Since this is so, and since the profession of social work is constantly undergoing change, one of the curriculum characteristics that the Association looks for first is flexibility. For without flexibility, curriculum is incapable of ready assimilation of new advances in knowledge. Furthermore, its lack is apt to be indicative of inappreciation of social work as a growing profession.

To ensure this flexibility, the Association is interested in methods established by the school for continuous curriculum review. For on the school rests the burden of responsibility for curriculum improvement. Such improvement, the Association believes, is dependent on constant clearance of courses in order to fill in gaps and avoid excessive duplication. It is also dependent not only on the bringing-in of new material

¹The curriculum committee of the Association is now working on changes that should be made in the basic minimum curriculum adopted by the Association in 1932 and on delineation of a second-year program. Preparatory to Association action, sub-committees have been charged with outlining the material to be included. Therefore, in areas of changing curriculum content, desiderata cannot here be finally stated before the appearance of the curriculum committee report. Nevertheless, certain broad principles may be set forth.

but on the elimination of old; for the mere addition of new courses without accompanying scrutiny of old results in a hodge-podge.

For this reason, it is of the greatest importance that the faculty understand the interrelation of the various fields of social work and see the program of the school as a whole and not as a group of small, competing segments. It is unsound, for instance, for a school to resist courses dealing with the broader aspects of social work in favor of, say, case-work courses; for such an attitude results in detriment to social work as a whole, since, even though the resisted courses are offered, the conscious or unconscious criticism of them tends to make them unpopular and thus to result in production of the limited type of social work practitioner. To avoid production of this it is paramount that faculty believe that the best kind of practitioner is one who brings to his work, no matter what his field of specialization, a research point of view, an administrative sense, and the habit of thinking in terms of the group and the community -- a belief that can only arise from appreciation by each faculty member of the work of his fellows as well as of the field as a whole. Thus, here again, as in every other phase of the school program, is it evident that quality of instructional staff is of utmost importance.

Likewise of primary concern in accrediting are, of course, content and organization of curriculum. Courses should contain the subject matter implied in the school's statement of objectives, and the school should be able to demonstrate beyond a doubt not only that the curriculum it describes in published documents is effectively administered in the case of individual students but also that there is reasonable adherence to stated requirements in the awarding of certificates and degrees. Also of interest is course organization as shown by outlines, reading lists, and assignments.

For one-year schools, it is recommended, as before indicated¹ that the curriculum be drawn from the basic minimum curriculum of the Association² -- any other courses being in addition thereto. The Association accepts for the one-year school a single field of practice,³ but even in the one-year school the courses chosen from the minimum curriculum can be so focused as to give the student an appreciation of a second field of practice. For example, since many of the students from one-year schools go immediately into public welfare agencies, their work in public welfare and community organization can be so focused and emphasized that a broad understanding is imparted not only of case work but of the process of community organization as well as of administration and the administrative problems of public agencies.

Two-year schools admittedly need more curriculum help than one-year because of the additional work offered. Until such time as the curriculum committee of the Association can make its report, however, the only guiding principles for curriculum improvement that can be laid down are the following.⁴

(1) The two-year program should be conceived and organized as a unit -- the second year being designed in relation to the first with planned course sequences, instead of being a mere multiplication of miscellaneous courses either borrowed from other departments or not taken in the first year. In this way, the way, the spread of orientation courses will

¹ See section on "Curriculum."

² It is assumed, of course, that the basic minimum curriculum will be reviewed periodically in the light of new developments.

³ It should be noted that the terms "field of study" and "field of practice" are variously used, sometimes referring to case work, group work, etc., and sometimes to functional fields.

⁴ Gordon Hamilton, Some Problems of the Second-Year Curriculum of the Professional Schools, Social Service Review, Vol. XVI, June, 1942, p. 212.

be inhibited, and solid sequences will be substituted.

Such planning should not, of course, mean rigidity. On the contrary, it presupposes individualization --aiming at adjustment to student variation in preprofessional equipment and experience.

(2) Curriculum material should be as little predigested as possible, and therefore students should have direct access to source material -- thus exposing themselves to conflicting points of view and the necessity of themselves doing most of the assimilation between theory and practice.

In this way, students will learn to think for themselves, to relate or distinguish dissimilar contents, and to improve their practice through research, consultation, and reading. Moreover, schools will not tend to become one-type-student institutions -- a tendency that is strong when they commit themselves to one school of thought over a period of years.

(3) There should be a well balanced distribution of student time between class work, field work, and research. All three are important -- the chief desideratum being that students have the benefit of both a well-rounded program and an opportunity for some specialization.¹

Where class work and field work are concerned, it is essential that schools realize that while the two should be well correlated, class work should not be regarded as of value only as it relates to field work. For there is much of class work that is not geared to field work, and should not be; while in the case of field work, there is much that might be transferred over to formal courses. Class work is more than a mere aid to field work; it is a supplementation of it. Furthermore, many things are better taught in the classroom than in the field.

Where research is concerned, the chief aim of social work education

¹The sequences outlined by the professional associations and the schools need study and adjustment to bring in the newer thinking on curriculum.

is the inculcation of a research point of view. Research undertaken should conform to the accepted standards of scientific inquiry and be, in the real sense of the words, true research. A curriculum that devotes its second year entirely to research is, of course, undesirable. Nevertheless, the importance of the research point of view cannot be overestimated.

(4) Not all courses should be limited to technical material relating to treatment. Likewise desirable is a sprinkling of courses dealing with such of the broader aspects of social work as the organization and administration of the social services.

(5) Courses taken in other departments should really contribute to social work education. That is, although there is no objection to courses from other departments, evidence should be furnished that they are being used to strengthen a genuine and appropriate professional sequence, not to make up social science deficiencies, sequential time required in residence, and so on.

Field work is an aspect of curriculum that claims considerable Association attention; for since field work is primarily designed to develop skill in fundamental social work process -- be it case work, group work, community organization, research, or administration -- it occupies an important place in the curriculum of every school. The aspects that claim most attention are the qualifications of both field work instructors and the agencies selected as field work centers, the general practices of those agencies, the placement of students in the agency, the content and method of instruction, and, as before indicated, the integration of classroom and field work content.

Where instructors and agencies are concerned, the criteria are less requirements than they are objectives toward which schools are urged to

strive. Preferably, field work instructors or supervisors should have a certificate or degree from an accredited two-year school of social work, a minimum of one-year's supervisory experience, and eligibility for membership in the American Association of Social Workers or other appropriate professional organization. In addition, they should be competent practitioners, equipped with a thorough knowledge of their field, interested in the broad aspects of social work, and capable of teaching through the supervisor-student relationship. If supervisors are members of the agency staff -- that is, employed by the agency, not by the school -- the school should have a voice in their selection, thus increasing its responsibility in the field work program. Furthermore, in all instances supervisors should be acceptable to the school.

Agencies, in turn, should meet the standards set by the national functional agency in their field and should evidence their concern with professional education by having a staff and board interested in use of the agency as a training center and willing to provide adequate facilities for students in terms of space and working materials. Sufficiency of varied cases, so that students may enjoy progressive learning experience, is also desirable. In addition, the majority of the professional personnel should be eligible for membership in the A. A. S. W., or other appropriate professional organization, and should testify to their interest in professional social work and continuous professional development through committee activity, local, state, and national; representation at state and national conferences; research and publications; staff study groups; plans for "educational leaves" to take courses at accredited schools; high standards of employment practices; and other means. Finances, personnel, and program should have sufficient stability to safeguard the educational

program.

It might here be pointed out, too, that there has been a tendency towards the almost exclusive selection of case work agencies in school field-work programs, and that this, the Association believes, should be corrected. For the newer fields, such as group work and community organization, are more and more accepted as integral parts of social work and therefore should have representation. Care should be taken, of course, that placement in these agencies involves a genuine educational experience, and probably students without previous field work along more established lines should not be so placed. Nevertheless, greater use of these newer agencies is encouraged.

In agency practice, the chief concern of the Association is that it make possible positive teaching. To this end, the agency should be willing to have students carry cases under either a school or agency staff member, and to this staff member should accord freedom within the bounds of its function and policy. Where separate field work units are set up by the school, or by the agency for use of the school, the relationship to the parent unit should be such that the experience gained by the student is real and is felt by him to be real. Status of both students and field work instructors and supervisors should be defined with relation to the agency and its staff and also, where instructors and supervisors are concerned, with relation to the school.

Placement of students in the field work agency should be based upon their previous experience, the point they have reached in their individual development, and their professed objectives. For example, a young student just graduated from college, with no experience, may need an agency with clearly defined function, policy, and procedure; while a student with several years experience may need placement in a family or children's agency

with its opportunity for selective, comparatively intensive case work.

Initial placement being an important step, it is suggested that it be preceded by faculty study of the student, individual conference with him, general orientation to field work through group meetings for all field work students, and school-agency conferences concerning specific placements. Subsequently, when decision has been reached, it is desirable that the agency supervisor be notified in time to permit of adequate planning.

Usually, during the student's field work, one rather long experience is desirable. Also desirable -- be the agency public or private -- is provision for progressive educational content and sequences, not merely change of scene. Sometimes it is possible to achieve such content and sequence in a single agency.

Content of field work instruction, like placement, should be correlated with student experience, development, and objectives.

Where method is concerned, the chief objective of fieldwork instruction is guidance of the learner so that "doing" will make its maximum contribution to his professional development. To this end, method should be designed both to select the experience so that it will be what the particular student most needs at the time and also to help the student use that experience fully for learning by studying, analyzing, formulating, and understanding both it and his reactions to it in terms of concepts basic to social work practice.

In this process, both agency and faculty supervisors of field work should share responsibility, each in his appropriate area. For the agency supervisor, this area includes orientation of the student to the agency, provision of space and equipment, selection of useful experience, regular conferences with the student to consider his work and its implications,

study of his recorded material, regular conferences with the faculty supervisor for joint consideration of the student's professional growth and development, and meetings with other student supervisors for study of the problems of field work supervision. For the faculty supervisor, on the other hand, the area of post-placement responsibility includes regular conferences with the agency supervisor to correlate class work and field work and to consult on problems of student training, regular conferences with the student about his field work experience and any specific problems of concern, group meetings with other supervisors, and arrangement of student group meetings for consideration of common factors and problems.

An important part of desirable method in field work instruction is the evaluation report presented to the schools and shared with the student at the close of each semester or session. Based on objective data, these reports should be prepared by the supervisor who has been immediately responsible for the student's field work, and the school should render help and guidance as to desirable content and method. Such reports are of great value to both student and school, and the responsibility of the supervisor in their preparation is not to be underestimated.

Evaluation reports have a number of uses. They are valuable in planning student programs since they indicate both student interests and strengths and weaknesses; they are also valuable in subsequent vocational placement. Consequently, the Association is interested in seeing that the schools understand and use them to the fullest possible extent and also share in the responsibility for their improvement. Too many reports are now deposited in student folders and never once exhumed.

All these criteria, whether absolute or urged as objectives, apply to every public and private agency used by schools for field work instruction.

VIII. Quality of Instruction

Since the effectiveness of a school is largely measured by the calibre of its instruction in all branches of study as well as in class work, field work, and research, quality of instruction should be a principal concern of both the director and the rest of the faculty.

Instruction should be consciously directed toward development of initiative in the individual student -- that is, stimulation of capacity for independent thought and action, cultivation of resourcefulness and a spirit of intelligent inquiry, and development of the ability to manipulate ideas. Nor is the importance of factual knowledge to be underestimated; for the social worker must possess a large fund of both theoretical and practical learning that is transferable from one field of social work to another. Furthermore, since need of research is universal and compelling in all aspects of social work, instruction should be constantly animated by the spirit of inquiry, whatever the size and objectives of the school. For no school of social work fulfills its mission unless both teachers and graduates are prepared, and eager, to explore unknown fields.

In evaluating instruction, administrative concern with its quality is a primary consideration. This concern ought not be spasmodic or restricted to certain aspects, but continual and over-all; and its development in faculty should be a constant challenge to school directors. Method for evaluating administrative concern with quality of instruction is not yet worked out, but the presence of concern is easily sensed -- evidence being the familiarity of director and faculty with recent experiments and progress in instructional method and theory, alertness of director and faculty to instructional needs of students, emphasis upon ad-

justment of curriculum and teaching procedures to the abilities and interests of students, and presence of techniques for the continuous review of curriculum and instructional method.

Efforts to improve instruction through measures affecting the faculty are, of course, likewise pertinent -- Association attention being directed to such matters as the stress placed upon teaching competence in selection and promotion of instructors, the manner in which young instructors are inducted into teaching activities, and the aids provided as stimuli to professional growth of staff. Recommended as useful among the latter are organization of the faculty for study of instructional methods and procedures, regular faculty meetings for discussion of educational problems, interclass visitation and conferences by faculty members, and visitation of classes by deans or department heads. Seminars in methods of teaching have likewise been found helpful in some schools.

Concern of the school for high scholarship in students is also a matter for Association attention -- class organization and methods, awareness of students' progress, use made of reading lists, demands upon students, awarding of scholarships and fellowships, and publication of student theses and other documents, all being subject to scrutiny. Here, too, the grading system enters in. And although no one method is specifically recommended, a careful system of appraisal of student work through some technique of assignments, evaluations, examinations, and grades, is of utmost importance -- as is effort to improve the reliability of tests and examinations as measures of student accomplishment. Whether grades should be established at the end of the first quarter or at the end of a period not to exceed six months, is a question. But whatever the time of establishment, grades should be shared with the student.

Where field work is concerned, school efforts in relation to quality

of instruction should include the setting of standards for supervisors, participation in the selection of supervisors, and final responsibility for grades; while agency duties should include release of staff time for supervision and consultation with the school, care and responsibility in preparation of reports, and establishment of an employment policy which sets up a higher salary range for school graduates than for those not professionally trained.

No matter what steps are taken to improve instruction, however, in the last analysis the basic forces that make for good teaching are inherent in instructors and students, as well as the relations between them. If a school is really concerned with quality of instruction, it will first of all be concerned with selection of staff, student admission requirements, and conditions which make for efficiency and morale on the part of both student and instructor.

Thus, it is plain that quality of instruction is affected by all the other criteria for accrediting, just as they, in turn, are affected by it.

IX. Library Facilities

Adequate library facilities are vital in any program of social work education. Their importance cannot be overestimated, for on them depend enlargement of the content of the curriculum, development of independent study, and fulfillment of the needs of research. Regardless of the size or location of a school, certain books, periodicals, and references are so basic to social work education as to be "musts,"¹ Indispensable to both students and faculty, they are one of the principal agencies in promotion of excellence in instruction and scholarship. In the case of research, it is not too much to say that without adequate library facilities schools would be able to carry on little research worthy of the name.

In establishing the adequacy of a library, the Association will examine its location and arrangement, the spread, variety, and duplication of its holdings, its income and expenditures, the competency of its service, administrative practices relating to it, and its use by both faculty and students.

Both location and physical arrangement should be such as to encourage maximum use. The library should be convenient to both social work students and faculty, and housing and equipment should be such as to encourage reading there. Books and other holdings must be readily available, and the catalogue must also be easily accessible. It is likewise important-- since social work reaches into many fields -- that social work students and faculty have access to other library facilities than those of their own school.

Holdings of the library must, of course, vary to some degree with school objectives. Therefore, the general criterion is that library hold-

¹A library check list is in preparation which will enable schools to evaluate the adequacy of their own libraries,

ings be those needed to make the particular educational program involved most effective. To this end, adequacy is not measured by size of the collection but by good distribution and a high correlation between holdings and school objectives and courses. Thus, the most complete materials should be in those fields in which the most students are studying; and it is essential that the reserve book collection be adequate for student use.

Holdings should include standard works of reference, books, periodicals, and public and other documents. Reference works must be of two types -- general works (such as dictionaries and encyclopedias) that are applicable to many subject matter fields, and special works that are applicable only to special fields. Periodicals should include general magazines that are concerned with social and economic thought, the standard periodicals in the social work fields covered by the curriculum, and such professional and other journals as are likely to stimulate professional growth. Continuity and completeness of the various series are often as important as breadth of scatter. Likewise essential is a good collection of public documents; but no matter how complete, the collection does not serve its purpose unless the documents are bound and available for use. For all holdings, the desirable number of duplicates depends upon school enrollment and other factors pertinent to the particular situation. Technical material is, of course, the core of the library.

Appropriations for the books, periodicals, and documents that compose the library should be sufficient to cover needed replacements as well as additions, and accounts should be kept of all expenditures made. The exact amount that is necessary will, of course, depend upon breadth of the curriculum, number of duplicates required, and adequacy of materials already included. In the matter of replacements, some measure of what is needed may be obtained by averaging annual expenditures over

a period of several years. Whatever the cost of both replacements and additions, however, appropriations for that purpose should always be included in the budget.

Expenditures for that other large item of library cost, salaries, are directly related to competency of library service. If salaries are insufficient to attract professionally trained librarians to posts where they are needed, both usual and special services are likely to suffer. Classification systems and reference services are apt to be substandard and such desirable special services as informing instructors of new publications and accessions in their fields, are also prone to inferiority. Suitability of salaries and of qualifications of clerical and other staff is likewise important.

Contributory to adequacy of library service are the administrative practices relating to it. These, like other practices, should aim not only at maximum library efficiency but at maximum library use by both students and faculty. Thus, such matters as simplicity and flexibility of regulations, including those governing library hours, are concerns of the accrediting body.

Use of the library, being the ultimate test of effectiveness, is, of course, a matter for close Association scrutiny. Consequently, it is essential that some measure of the extent of use by both faculty and students be made by schools. Total number of yearly withdrawals by faculty and students will shed some light, and can be made to shed more by such breakdowns for both faculty and students as number of overnight reservations, use of the reserve book collection, withdrawals from open and closed shelves, and number of two-week loans. Ratio of usage to total holdings is also illuminating, as is such evidence as sorts of reading done and usage by part-time students as compared to full-time. Ways of

measuring library uses are recommended to schools for attention.

Here, too, it is pertinent to add that intelligent library use by students depends more often than not on the attitude and efforts of the instructional staff. Thus, in this respect, as in so many others, the importance of qualified faculty is again evident.

In all these matters, the school administration, as well as the accrediting body, has an important stake; for the library is closely related to student scholarship and habits, quality of instruction, content of curriculum, and other matters of vital administrative concern. As for research, it should again be stressed that an adequate library is a sine qua non.

X. Student Services

Pertinent to social work education, though somewhat removed from the educational process itself, are certain activities designated as the "student services." These include student admission, orientation, record-keeping, and such services as counseling and financial assistance. Their scrutiny is as much a part of the accrediting process as is scrutiny of practices more strictly educational.

The beginning of admission activity is pre-registration guidance of students. This function, important in itself, is given added consequence by its relation to the admission program. For on admission requirements and the means employed by schools to select students, heavily depend not only the calibre of the whole school program but also the future of social work as a profession.

Admission of students should be determined on the one hand by school objectives and on the other by the interests, abilities, and previous preparation of students. Consequently, only those students should be admitted whose educational interests are in harmony with school objectives and whose abilities and preparation qualify them to pursue the studies for which they are admitted.

The Association requires that at least 90 per cent of total number of students enrolled for the professional curriculum be graduate students -- that is, must have completed four academic years of undergraduate work in an institution accredited by the American Association of Universities or other appropriate body. In addition, it is recommended that the undergraduate course include at least twenty semester hours in the social sciences -- this requirement not to be narrowly construed, however. Likewise urged as desirable is more than the average amount of English com-

position and speech training.¹

Minimum grades as shown by transcripts, references from employers if there has been previous field experience, and personality qualifications as shown by biographical material, personal interviews, and objective tests, should also be of concern to the admitting body -- tests and interviews, especially, being useful means of supplementing analysis of quality and quantity of previous academic and other work. Additional factors to which weight should be given include age, sex, geographic distribution of students, and their work status -- that is, whether or not on educational leave from social work jobs. Whatever the techniques of selection and requirements for admission, however, both should be evolved in the light of school objectives.

So important and complex is the admission process that a faculty committee on admissions is a prime desideratum. On this committee, some schools have found agency representation desirable, since agencies are as vitally concerned as schools with the calibre of social work students. Such a committee can not only assist in working out techniques of selection and requirements for admission, it can also give valuable service in continuous interpretation of requirements. Final responsibility for admission however should be left to the school.

After admission, in the student services, come arrangements for introducing new students to the conditions of professional education. Here, the Association's concern is that the induction and orientation system render real assistance in adjustment to the life and work of the school. Panels and group discussions for advising students, as well as student advisers, have been used successfully; and in the case of the

¹Completion of the study of the Association's committee on preprofessional requirements may permit a more specific statement later.

latter it is important that appointment be made on the basis of ability to perform the desired function. To this whole aspect of induction and orientation, as well as to every aspect of the student services, assistance to the student is most effective if based upon adequate information concerning him. For this reason, as complete records as possible should be kept of every student.

Other student services include such aids as health services, placement services, counseling, financial helps, and so on. Generally speaking, the maximum in aid is desirable, but no hard and fast criteria are applied. In counseling, consideration will be given to the means employed to help students in their choice of courses. In financial aids, in turn, consideration will be given to the variety -- that is, whether scholarship, fellowship, grant, loan, etc. -- as well as to other factors; and participation by the school in selection of students to be aided, is assumed. Likewise is it assumed that the specified conditions of the aid, rather than the source of the funds, be the ultimate determinants.

Although there are no norms with regard to financial aids, certain desiderata can be set forth. Scholarships and fellowships may be granted under many different conditions, but they should be awarded primarily on the basis of scholastic excellence. When other factors, such as need, are considered they should be assigned less weight. As for agency scholarships, it is essential, on the one hand, that students have free choice of schools, and, on the other, that schools retain their prerogatives in admission and other requirements. With working fellowships, the desiderata are close control and a maximum limit to the number of hours put in.

Such grants of aid as reduction or remittance of tuition fees for reasons other than scholastic excellence, should be clearly distinguished

from scholarships and fellowships. They should be awarded primarily on the basis of need, though only to applicants whose records are satisfactory:

Loans, in turn, should be made on the basis of the merit of the business risk they present. Students receiving them should understand the conditions involved, and good business practice should be followed in their execution.

XI. Administration and Organization

All schools of social work, regardless of size, carry on certain administrative activities, and therefore an effective administrative organization is an essential characteristic of a good school. This does not mean that every school must have the same administrative pattern but only that the pattern should be effective -- actual functioning being the final test.

School administrative activities fall into three broad categories -- administration of the educational program (which includes such phases as curriculum, instruction, faculty, and student services); business administration (which includes such phases as budgeting, finance, office management, office layout, maintenance of equipment, and provision of satisfactory physical working conditions); and administration of the records, forms, and reports without which no school can adequately do its job. These activities, though removed from the educational function that is the sole reason for the school of social work, are necessary to successful execution of that function.

In examining school administration, the chief concern of the accrediting body is its effectiveness in implementing school objectives. Administration being a tool, not an end, administrative devices should be selected not for their abstract perfection but for their usefulness in fulfillment of the main function. This being so, no school is expected to conform to a set administrative pattern. Patterns must vary with objectives; they must also vary with school location, university structure, size of the school, development of the school, and other factors peculiar to the situation. It is not conformation to fixed criteria that is requisite but an administrative plan effective in each situation.

This being so, it is basic to good administration that those in

charge of the school be aware of the direction that function should take -- for function, to be realistic, must be adjusted to the times and to developments in the broad field of social work. Such awareness is dependent, of course, upon intimate and thorough knowledge of function itself as well as upon knowledge of the content of the field. Without that knowledge, administrative leadership cannot carry on the continuous program-testing requisite to bringing actual function into line with function as it should be.

The size of the administrative staff of a school depends entirely upon the number of its faculty and students and the scope of its program. In both large and small schools, at least a part of the administration may be performed by faculty members -- in which case it is essential that they have sufficient time and assistance to discharge the responsibility adequately. Whether performed by faculty members or by special staff, however, administrative functions -- educational, business or recording -- should be definitely assigned, and the Association is interested in the provision for such assignment.

In addition, since quality of administration is often conditioned by organization, the accrediting body is concerned with organization not only as within the school itself but as within the university structure. In the former connection, both student and faculty organization as well as participation in school administration, are of interest. In the latter, the degree of university control over the school is the chief concern. For instance, what kind of independence does the school have? Is that independence nominal or real? What responsibilities are carried by the director? With whom rests control over such matters as curriculum, faculty appointments, instruction, admission requirements, and so on?

It is urged that schools remember that although one condition of membership in the Association is affiliation with a college or university approved by the American Association of Universities, another condition is an entity apart from other divisions in that college or university. It is the belief of the Association that organization of the school as a separate unit within the university has more merit than any other structural arrangement.

XII. Place of the School in the Immediate and Larger Community

The relationship of the school of social work to the social welfare program of the community, state, and nation has a direct bearing not only on the status of social work therein but on school ability to respond to social welfare need. This being so, the Association is vitally concerned with extra-school relationships.

Extra-school relationships naturally begin with the university of which the school of social work is a part. Here, the importance of the school's acceptance by the entire university cannot be overestimated. Evidence of such acceptance is easily discernible -- manifestations being participation by the school's faculty in general university problems, appointment of the director and other faculty members to general or special university committees and to special studies, tangible interest of university officers in school problems, use of the school by other divisions of the university, and so on. Such recognition, when lacking, it is the job of the director and faculty to stimulate and foster. This they may do in a variety of ways, including the sending of monthly reports to the president of the university and the inviting of faculty of other divisions to special discussions of the faculty of the school of social work.

After the university, extra-school relationships are concerned with both the immediate and larger community, including the professional social work associations. The accrediting body considers not only the ways in which such responsibilities are met but also the influence of the school, both regional and national. In this respect, it is pertinent to remark that the frankness with which the school deals with both the public and the professional associations through its announcements and publications

is of the utmost importance; for if candor is lacking in official statements, there is little hope of it in the rest of extra-school relationships.

Social agencies in communities having no school of social work are conscious of the lack because of the absence of the standard-setting that schools of social work are so peculiarly well situated to do. Such standard-setting, the Association believes, is a proper function of schools of social work, and schools are urged to take advantage of their opportunity for leadership in this respect. This does not mean, of course, that every request and pressure from agency and community can be acted upon. But it does mean that the way in which a school responds to needs for social action will be taken as a partial measure of its usefulness.

The importance of quality of faculty to school capacity for leadership is, of course, self-evident. For on the director and faculty depend the success of all extra-school relationships.

It is not to be inferred that in meeting their obligations to the wider community of which they are a part, schools would relax their fundamental interest in professional education for social work. The recommendation for activity applies solely to those areas that impinge on social work education. In these areas, however, relationships should not only be harmonious, they should also be creative -- interpreting the scope and purpose of professional education for social work and throwing the full weight of school influence into support of efforts to rectify deficiencies in the total welfare program. To these ends, schools should have both definite plans and specific means.

Summary

In summary, the following considerations stand out relative to the criteria against which schools are measured.

School objectives should be stated clearly and should be in harmony with school practice. Physical plant must be adequate for the conduct of the school and must effectively contribute to the realization of school objectives. Sufficiency of finance is a primary requisite -- adequacy being measured in terms of stated program. Perhaps the most important requisite, however, is high quality in faculty; for on the calibre and functioning of the faculty depends almost every phase of the program. Schools should engage in continuous self-study and are expected to furnish evidence that they do so. The professional certificate is the recommended award for the one-year school, the professional degree for the two -- neither being given except as evidence both of technical skill and of the deeper knowledge and understanding that is necessary for social work leadership. In curriculum, the Association is interested in flexibility, balance, sound organization, and a high correlation between class work and field work. Quality of instruction is likewise a goal toward which schools should constantly strive -- the basic forces that promote it being inherent, in the last analysis, in instructors, students, and the relations between them. Nor can the importance of adequate library facilities be over estimated; they are a principal agency in the fostering of excellence in instruction, scholarship, and research. Student personnel services in turn should be as extensive as possible. As for administrative organization, its proper test is its effectiveness in implementing school objectives. Lastly, where extra-school relationships are concerned, harmony and creativeness are the chief criteria.