

*Manual*

# **MANUAL OF ACCREDITING STANDARDS**

---

**FOR GRADUATE  
PROFESSIONAL SCHOOLS  
OF SOCIAL WORK**

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**COUNCIL ON SOCIAL WORK EDUCATION**

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635 EAST 40th STREET, NEW YORK 17, N. Y.

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**345 EAST 46th ST.**

**NEW YORK, N.Y. 10017**

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## USE OF THE MANUAL

The *Manual* is coded to facilitate reference to specific policy questions and standards. The first digit (1000, 2000, etc.) identifies the chapter; the second digit (e.g., 1100, 1200, etc.) identifies specific standards; and the third and fourth digits (e.g., 1110, 1111, etc.) elaborate the standards.

The first chapter is a statement of general standards for accrediting schools of social work. Succeeding chapters contain the Commission's interpretation and elaboration of the general standards and describe accrediting procedures.

Standards for the master's degree program, the basic professional education for social work, are set forth in the body of the *Manual* in accordance with the subject matter of each chapter. Standards for post-master's programs follow those for the master's degree program throughout the *Manual* and are brought together in Appendix VI.

Requests for information on the accreditation of schools of social work and for additional reference materials in the form of unpublished reports and documents should be addressed to the Council on Social Work Education, 345 East 46th Street, New York, N. Y. 10017.

## PREFACE

The Council on Social Work Education, under whose auspices this *Manual* was produced, was established in July 1952 to give focus and direction to social work education in the United States, Puerto Rico, and Canada. Through a partnership of educational institutions, professional membership associations, national welfare agencies, and the interested public, the Council provides an unexcelled opportunity for all units of the social work profession to work together with interested citizens in promoting sound programs of social work education as an essential foundation for competent professional practice.

Important functions of the Council include the formulation of standards for social work education and the evaluation of professional schools in the light of these standards. Prior to 1952 these functions were carried by the American Association of Schools of Social Work, a membership organization of professional schools which transferred its activities to the Council on Social Work Education.

In the beginning the professional schools accepted accreditation as a method of self-regulation which carried no legal authority. Over the years, however, a legal status has become attached to this function through legislation, rules, and regulations governing the employment of social work personnel by Federal, state, and local agencies, and the profession as a whole has recognized the desirability of vesting in one organization full responsibility for the evaluation and approval of its professional schools.

The Bylaws of the Council on Social Work Education center this responsibility in a semi-autonomous Commission on Accreditation, as follows:

The Commission on Accreditation shall have responsibility for formulating standards and policies for schools of social work for adoption by the Board of Directors. The Commission shall also formulate and introduce criteria and methods for the evaluation and approval of graduate professional educational programs in social work on the basis of standards and policies approved by the Board of Directors. It shall have authority, on the basis of such approved standards, policies, criteria, and methods, to approve or disapprove educational programs of graduate professional schools of social work. . . . A school which is aggrieved by a decision of the Commission disapproving a program submitted by it may file notice of an appeal with the Board of Directors within thirty days after receipt of notice of the Commission's decision. . . . The Commission shall adopt regulations to govern its proceedings and the procedure in appeals.

The Commission on Accreditation has developed the present *Manual of Accrediting Standards* which states and describes the standards and procedures used in evaluating professional programs of social work education. Chapter 1000 is a statement of general standards for accrediting schools of social work, as adopted by the Board of Directors of the Council on Social Work Education. The standards and procedures are elaborated in Chapters 2000 through 7000. Major emphasis is placed on qualitative, not quantitative, standards and on the achievement of high standards rather than standardization of educational programs.

The *Manual* is intended to serve not only as a guide in evaluating new programs, but also as a stimulus to self-appraisal and self-improvement on the part of all schools of social work. It is further designed to provide authoritative information on educational goals and standards for all membership groups of the Council, i.e., professional schools; undergraduate departments preparing students for later professional study; employing agencies participating in the field work instruction of social work students; membership associations engaged in the formulation of standards for professional practice; and representatives of higher education, other professions, and the general public desiring a better understanding of the nature and content of social work education.

The Commission undertakes its responsibility to establish standards and conduct the accrediting process as an agent devoted to stimulating improvement in professional education for social work, to encouraging significant innovation and experimentation, and to promoting professional education that will prepare graduates to meet the changing demands of professional practice.

The Commission works closely with regional accrediting associations toward improvement of the accrediting process. To the extent possible the Commission coordinates on-campus evaluations of schools of social work with the evaluating activities of the regional accrediting associations.

The Commission will continue to revise standards, develop criteria, and improve procedures of accrediting on the basis of findings from educational research, new knowledge, changing needs, and experience.

The Council on Social Work Education is authorized by the National Commission on Accrediting as the official accrediting body for professional education in social work.

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**MANUAL OF  
ACCREDITING  
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# GENERAL STANDARDS FOR ACCREDITING SCHOOLS OF SOCIAL WORK

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**GENERAL STANDARDS FOR ACCREDITING SCHOOLS  
OF SOCIAL WORK** ..... 1000

**Introduction** ..... 1100

**PURPOSE OF ACCREDITING** ..... 1110

Accrediting of professional schools of social work is in the public interest. It is aimed at qualitative improvement in social work practice which will result in optimal community welfare. It serves to help schools of social work achieve maximum educational effectiveness and to identify schools whose competence in the particular educational programs they offer warrants public and professional confidence. Corollary to these basic aims, accreditation of programs of professional education for social work should also serve (1) to help schools achieve high standards rather than standardized educational programs; (2) to encourage well-advised and planned innovation and experimentation in social work education; (3) to foster continuing self-analysis and self-improvement of schools so as to encourage imaginative educational development; (4) to relate professional education for social work to social work practice.

**EXAMINATION OF SCHOOLS** ..... 1120

The purposes of accrediting programs of professional social work education are likely to be realized when (1) a school of social work is examined as a whole in which strengths and weaknesses in any one part are assessed in relation to the soundness and adequacy of the total program; (2) the accrediting process is conducted by persons qualified by education and experience to assess the quality of a professional program of education for social work; (3) the responsibility for accreditation vests in one organization which makes appropriate provision for the representation of all relevant professional and educational interests in the accrediting process; and (4) the focus of examination of a program of basic professional social work education is upon the quality of a school's own (a) objectives, (b) program, (c) organization and administration, (d) resources and facilities, and (e) evaluation of the outcomes of its programs.

**APPLICATION OF STANDARDS** ..... 1130

The Commission on Accreditation of the Council on Social Work Education will apply the general standards set forth herein in examining, evaluating, and accrediting the total educational program of a school of social work.

At the point of original accreditation a school meets minimum standards. To be unsuitable for accreditation, the deficiencies shall be of such a nature as to jeopardize the achievement of objectives of professional social work education. To remain accredited a

school is expected to offer an educationally strong program which clearly reflects an emphasis on high standards.

**Standards To Be Used as the Basis for Accrediting Schools  
of Social Work** ..... 1200

**OBJECTIVES OF THE SCHOOL** ..... 1210

A school shall determine its objectives in offering a program of professional social work education. The statement of general and particular objectives of the school, well defined and related to the school's stage of development, constitutes a basis for evaluation of the educational program.

A fundamental criterion of the quality of a school is the extent of understanding on the part of all concerned of its role and responsibility with respect to its students, the profession, the institution of which it is a part, the social work community, and the public at large. The modification of objectives based upon such an understanding depends upon a continuing program of evaluation.

**PROGRAM OF THE SCHOOL** ..... 1220

The program of a school includes all curricula offered in fulfillment of its objectives.

A school must offer a graduate program of not less than two academic years of professional education in social work leading to the master's degree.

The selective admission of students shall show a clear relationship to the stated objectives of the program.

The quality of the student body shall reflect the effective implementation of the admissions process.

The curriculum for the master's degree program shall be developed in harmony with the most recent official curriculum policy statement adopted by the Board of Directors of the Council on Social Work Education (see Appendix I).

The quality of a school's curriculum and the size of its full-time student body shall give evidence that the primary purpose of the school is the attainment of objectives stated for the basic program of professional social work education. Additional offerings or programs of study should be consistent with and required by the school's statement of its objectives.

Substantial strength in any existing master's degree program shall be present before post-master's programs are undertaken.

All organized programs of study offered by a school shall be developed in accordance with appropriate standards. The quality of each program and the level of expectation of student achievement shall support the stated objectives of that program and of graduate professional social work education.	1227
The quality of the instruction offered by a school and the level of learning expectations are determining factors in the benefit a student derives from the educational program.	
The methods of instruction selected and developed by a school shall reflect the principle that the educational process in social work makes both intellectual and emotional learning demands and that well chosen instructional methods stimulate both the student's capacity and involvement in professional learning. Instructional methods will vary in relation to the nature of educational objectives.	1228
The basic responsibility for curriculum development and evaluation shall be vested in the faculty of the school.	1229
<b>ORGANIZATION AND ADMINISTRATION OF THE SCHOOL</b> .....	1230
A school seeking accreditation must be an integral part of a recognized educational institution. It should occupy a position, similar to other professional schools in the institutional structure, that makes possible the degree of autonomy needed to fulfill its educational purpose.	1231
A school shall have in writing policy statements covering organization of the school, faculty assignments, personnel practices, and methods for assuring effective administration in the school.	1232
A school shall have an annual budget for teaching, administration, and research which can be shown to be adequate to carry out its total program. The school and the educational institution shall have, and continue to implement, long-range financial plans which will assure the stability and development of the school.	1233
A school must conduct its program without discrimination on the basis of race, color, creed, or ethnic origin. This principle applies to the selection of students, classroom and field instructors, and other staff, and to all aspects of the organization and program of the school.	1234
A school must have as its full-time executive officer, a dean or director selected from the social work profession who has general administrative responsibility for the school and whose educational leadership results in organizational structure, policies, and procedures that can be expected to insure the development of educational programs of high quality.	1235

A school shall have a core of full-time faculty of recognized competence in their areas of teaching and research, adequate in number to meet the teaching and research requirements of the educational programs offered, and recruited, selected, and appointed in accordance with policies that provide for faculty participation in the process.	1236
Allocation and distribution of faculty work loads shall result in focused assignments related to the interests and competencies of individual faculty members and shall be arranged so as to protect the quality of faculty performance.	1237
<b>FACILITIES OF THE SCHOOL</b> .....	1240
A school shall have adequate space and equipment to provide an environment conducive to productivity of faculty and students in the fulfillment of the objectives of the school.	1241
Library holdings shall support the educational and research programs of the school and be assembled in such a way as to be readily accessible for student use. Study space, library service, and annual budget for accessions shall support and stimulate the attainment of the objectives of professional social work education.	1242
<b>SELF-STUDY AND OUTCOMES OF THE SCHOOL</b> .....	1250
A school shall show evidence that it engages in systematic self-study and evaluation of the outcomes of its total program. Systematic self-study and evaluation should involve suitable ways for examining the validity of the educational goals of the school, appraising the effectiveness of resources and methods used in pursuing the educational goals, analyzing the outcomes, and identifying steps that will lead to improvement.	1251
<b>Procedures for Accreditation of a School of Social Work</b> .....	1300
<b>ACCREDITING PROCEDURES</b> .....	1310
The Commission on Accreditation shall establish procedures for pre-application consultation, receipt and study of applications, evaluation of and action on applications, periodic evaluation of accredited schools, and withdrawal of accreditation.	
The Commission shall establish procedures for appeal by a school, and for receiving and disposing of complaints about accredited schools.	1311

**Interpretation and Definition** ..... 1400

**INTERPRETATION** ..... 1410

The Commission on Accreditation is empowered to make interpretations, elaborations, and definitions of standards contained in its *Manual*.

**MANUALIZATION** ..... 1420

The Commission on Accreditation shall include its interpretations, elaborations, and definitions of those standards in an accrediting manual which it shall keep current by making appropriate revisions whenever necessary.

**OBJECTIVES**

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<b>OBJECTIVES</b> .....	2000
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<b>IMMEDIATE AND LONG-TERM OBJECTIVES</b> .....	2110
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<b>OBJECTIVES</b> .....	2000
A school of social work shall (1) seek to attain the fundamental goals of basic professional social work education as established in the curriculum policy statement (Appendix I) and (2) strive for a program of increasingly high quality for the preparation of professional personnel.	2001
The objectives established for the attainment of these goals and the broad goals of the profession shall be related to the student, the educational institution, the profession, and the public at large.	2002
 <b>General and Particular Objectives of the School</b> .....	2100
A school shall have a well defined statement of its general and particular objectives. Both shall be compatible with social work goals and educational objectives.	2101
A school shall define its particular or individual objectives and make its unique contributions in the light of such factors as the particular characteristics of the educational institution of which the school is a part, the resources attainable, and the needs of the social and professional environments.	2102
If the objectives of a school include the offering of programs of advanced professional education in addition to the master's degree program, the school shall have a well-defined statement of objectives for post-master's programs which are clearly differentiated from the objectives of the master's degree program. If a school offers a self-contained third-year program, the objectives shall be clearly distinguished from those of a doctoral program.	2103
 <b>IMMEDIATE AND LONG-TERM OBJECTIVES</b> .....	2110
A school shall make clear, as part of its continuing process of evaluation, the stage of development it has attained in the pursuit of its objectives and indicate the expectations it has for both short-term and long-term development.	2111
Certain of the particular objectives of a school may already have been achieved, certain others may be within proximate reach, and some may be acknowledged as long-range goals.	
Substantial strength in any existing master's degree program shall be present before post-master's programs are undertaken.	2112
It is also presupposed that the offering of a post-master's program has been preceded by the development of doctoral programs in related fields within the same institution and by the provision of new resources for its support.	

<b>OBJECTIVES OF THE EDUCATIONAL INSTITUTION</b> .....	2120
The objectives of the educational institution shall be compatible with, and include a commitment to, the establishment and development of a graduate professional program of social work education, and of post-master's programs if such are developed by the school of social work.	2121
 <b>The Master's Degree Program</b> .....	2200
 <b>OBJECTIVES IN RELATION TO STUDENTS</b> .....	2210
A school shall provide an educational program which will stimulate the student to:	2211
— assimilate the knowledge and values basic to social work;	
— understand the central concepts, principles, and techniques in social work practice and their significant variations by method and by field of practice;	
— develop the discipline and self-awareness essential to the professional social worker;	
— attain a level of competence necessary for responsible entry into professional practice and sufficient to serve as a basis for a creative and productive professional career;	
— accept responsibility for the continued development of his own competence;	
— recognize the significance of scientific inquiry in advancing professional knowledge and improving standards of practice; and	
— accept an obligation to contribute appropriately to the achievement of social welfare objectives and to the development of the profession.	
 <b>OBJECTIVES IN RELATION TO THE EDUCATIONAL INSTITUTION</b> .....	2220
In addition to its primary function of professional social work education, a school of social work should participate appropriately in research with other professions and disciplines and otherwise contribute to the broad goals of the institution.	2221
 <b>OBJECTIVES IN RELATION TO THE PROFESSION OF SOCIAL WORK</b> .....	2230
A school shall contribute to the professional advancement of the knowledge, philosophy, values, and skills of social work. The form and extent of the contributions will vary.	2231
The contribution might consist in (1) the organization and assimilation of findings from research in social work and related disciplines	

and professions; (2) the conceptualization and testing of working principles for professional practice; (3) participation in the activities of the professional organizations concerned with the advancement of social work and social work education; and (4) innovation and experimentation for the advancement of social work education.

OBJECTIVES IN RELATION TO THE COMMUNITY .....	2240
A school shall share the responsibility of the social work community for working with the public at large to assess social welfare needs, to help evaluate and develop appropriate services, and to take measures to insure an adequate pool of qualified professional personnel.	2241
<b>The Post-Master's Programs .....</b>	<b>2300</b>
An organized program of post-master's study shall have an integrity of its own with its own objectives rather than be a simple gradual expansion of the master's degree program.	2301
Since it is both desirable and beneficial to the advancement of the profession, it is expected that there will be variation among the schools in the specific expression of objectives for post-master's programs.	
OBJECTIVES IN RELATION TO STUDENTS .....	2310
An organized program of post-master's study in a school of social work shall aim to prepare social workers to function creatively in advancing knowledge relevant to social work practice and social welfare programs and in advancing professional practice.	2311
OBJECTIVES IN RELATION TO THE PROFESSION OF SOCIAL WORK .....	2320
An organized program of post-master's study in a school of social work shall, through the efforts of its faculty and students, contribute to the advancement of the profession through scholarly achievement and independent research, furtherance of professional practice, and development of theoretical knowledge.	2321

## PROGRAM

PROGRAM .....	3000
The Student Body .....	3100
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<b>PROGRAM</b> .....	3000
<b>The Student Body</b> .....	3100
The primary and continuing concerns of a school shall be the quality of its student body and its commitment to the full-time program for basic professional social work education.	3101
A school shall be responsible for determining the size of its full-time student body in accordance with its total resources and with the maintenance of high quality in its educational program(s).	3102
<b>Selective Admission of Students</b> .....	3200
Selective admission of students is a process designed to accept from the group of applicants those who are best qualified to pursue the goal of becoming professionally qualified social workers in accordance with the school's statement of the objectives of social work education.	
Applicants must be selected and admitted without discrimination on the basis of race, color, creed, or ethnic origin.	3201
<b>Selective Admission of Students: The Master's Degree Program</b> .....	3300
Within the school, responsibility for selection shall be clearly assigned on a continuing basis; the instruments designed and processes chosen shall reflect an understanding of the requirements of the profession and the demands of social work education.	3301
Selective processes shall be based on an evaluation of intellectual capacity, emotional and physical health, adequacy in communication, and motivation necessary to fulfill the responsibility inherent in professional social work.	3302
<b>ACADEMIC PREREQUISITES</b> .....	3310
The curriculum for basic professional social work education is a graduate program of study. A school of social work shall admit to the master's degree program only those candidates who have earned a bachelor's degree and preferably who have a background of undergraduate study that incorporates the breadth of learning generally associated with a liberal education.	3311
The criteria for admission shall be developed within the context of policies established by the educational institution of which the school is a part.	3312

<b>EXCEPTIONS TO ACADEMIC PREREQUISITES</b> .....	3320
A school shall be accountable for exceptions to the preceding prerequisites.	3321
<b>Selective Admission of Students: Post-Master's Programs</b> .....	3400
Conditions of admission shall include the screening of applicants to admit those who are motivated toward advanced learning, show evidence of originality of thinking, show evidence of identification with the profession, have defined professional objectives, and a feasible plan for completing the educational program.	3401
<b>PREREQUISITES</b> .....	3410
The admissions process shall assure the selection of applicants whose general level of achievement in the master's degree program in social work qualifies them to pursue advance study.	3411
When educational objectives include the enhancement or teaching of practice, demonstrated competency in some form of social work practice shall be such as to qualify the student to pursue advanced professional study in social work.	3412
<b>EXCEPTIONS TO PREREQUISITES</b> .....	3420
Exceptions to prerequisites for admission should be recognized as desirable in certain situations provided they are related to the objectives of the given program and the special qualifications of particular applicants.	3421
<b>The Educational Program</b> .....	3500
The program of a school includes all curricula offered in fulfillment of its objectives.	
<b>The Master's Degree Program</b> .....	3600
A school must offer a program of study of not less than two academic years of professional education in social work at the graduate level leading to the master's degree.	3601
<b>A SINGLE STANDARD</b> .....	3610
Each school shall fix uniform minimum standards, to be met by all students qualifying for the master's degree, including (1) the	3611



number of credits to be earned and (2) the amount of field instruction to be completed, defining duration and quantity sufficient to make possible the attainment of educational goals.

The school shall administer these requirements so that there shall be no diminution of credit and field instruction requirements below the stated minimum standards for the master's degree for any particular group of students. It is recognized, however, that occasionally a student's program may be designed individually under the fixed standard.

THE MASTER'S DEGREE CURRICULUM .....

The curriculum policy statement (Appendix 1) adopted by the Board of Directors on October 19, 1962, governs the curriculum (both class and field instruction) in social work education leading to the master's degree.

Each school shall:

- develop curriculum objectives with sufficient clarity and specificity to serve as guides to the selection of content and learning opportunities.
- select, develop, and adapt content for use in professional education for social work and offer learning opportunities which will help the student achieve the goals of social work education.
- develop a curriculum that stimulates independent thinking.
- offer a curriculum which is internally consistent and unified.
- maintain balance among the parts of the curriculum in accordance with the objectives.
- maintain continuity, sequence, and integration in the curriculum.
- select content and offer learning opportunities which will help the student understand the nature and function of social work research; strengthen habits of disciplined thought and performance; become familiar with the application of principles of scientific inquiry to practice and the prevention, treatment, and control of social problems; and develop capacity both to undertake and participate in research as well as to evaluate, and use in practice, the results of research. The opportunities shall include participation in a research experience that involves the student in most of the basic processes of research and the preparation of a written report. This experience may be an individual effort, such as a thesis, or participation in a group project.
- specify the methods of direct service in which concentrations are offered, and organize the class and field instruction sequentially through the master's degree program.

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- require field instruction as an integral and essential educational component in both years of the master's degree program.

The field instruction experience is expected to lead to the development of the student as a professional person applying basic principles and knowledge in his own way as he carries out purposeful helping or problem-solving activities with individuals, groups, and communities and works to find solutions to the increasingly complex and changing problems with which social work deals.

Field instruction is viewed as one means of contributing to the student's attainment of a level of competence necessary for responsible entry into professional practice. Characteristics of competence include the ability to apply and test social work principles, values, and techniques; and include self-awareness, professional discipline, and professional abilities and skills necessary for professional performance.

- have responsibility for the educational direction of field instruction in accordance with clearly stated objectives. The purposes of field learning and teaching shall be reflected in the selection and organization of content and opportunities for learning, in the time allotted to field instruction, and in the provision for breadth, depth, and diversity of learning in social work practice.
- evaluate student achievement in relation to the stated objectives.
- evaluate curriculum in the light of student outcomes, new knowledge, and the demands of practice.

COOPERATION BETWEEN SCHOOL AND FIELD INSTRUCTION AGENCIES ...

Planned cooperation and coordination of activity between a school and agencies selected are essential to a high level of field instruction.

A school shall assume responsibility for the development and administration of field instruction.

Fulfillment of this responsibility calls for a continuing investment of time and a clear faculty assignment. Administrative responsibility includes (1) regular planned communication between school and agency regarding students, the school's educational objectives and program, and developments within the agency affecting student learning; and (2) the systematic provision for participation of field instructors in curriculum development especially as it pertains to field instruction.

A school and agency shall agree upon the fundamental goals and methods requisite to a common approach to, and internal consistency in, the educational experience offered in field instruction.

Agencies selected shall meet criteria established by the school as necessary to provide an educational program of integrity. Criteria shall be related to (1) commitment of board, administration, and

staff to field instruction as an agency function and responsibility; (2) compatibility of the philosophy of agency service with the educational objectives of social work; (3) clarity in the agency about the focus of its program for service; (4) participation in local and regional activities in its field of service; (5) size and flow of program; (6) resources sufficient to provide an educational experience having diversity, breadth, and depth; (7) availability (either within the agency or from the school) of a qualified field instructor(s).

A field instructor is considered available when his assignments are adjusted to permit adequate time for field instruction and appropriate participation in curriculum development. Assessment of his qualifications takes into account his professional education, commitment to the profession, competence in practice, and his interest and competence in teaching. (See Appendix II, "Criteria for Agencies Selected for Field Instruction.")

The school and agency engage jointly in selection of field instructors and planning the field instruction program and in assessing student progress, but the school shall assume responsibility for final decisions on educational matters. 3634

Regular joint school-agency evaluation of the field instruction program shall be regarded as a part of curriculum evaluation. 3635

**Variations in Patterns and Types of Offerings** ..... 3700

**BRANCH PROGRAMS** ..... 3710

A branch program is defined as a program of study covering at least one full year of the basic professional social work curriculum (class and field) offered by a school of social work to full-time students in another location, preferably on a campus.

A school shall, in establishing and maintaining a branch program, apply the same standards, policies, and procedures as govern the on-campus program of professional education leading to the master's degree. 3711

A branch program shall offer students an educational opportunity equal in quality to that offered in the on-campus program. (See Appendix III, "Guide for Use in Establishing a Branch Program.") 3712

**PART-TIME PROGRAMS OR OFFERINGS** ..... 3720

A school is responsible for determining the range of its total program in relation to its resources.

Part-time programs or offerings shall not divert resources necessary for maintaining the quality of the full-time program. 3721

**ORGANIZED PROGRAM OF PART-TIME STUDY LEADING TOWARD THE MASTER'S DEGREE** ..... 3730

An organized program of part-time study shall not cover more than one of the two years of the regular curriculum required for the master's degree. At least one of the two years required shall be taken by the student in full-time residence. 3731

A school offering an organized program of part-time study shall announce and describe the program through the usual channels. The plan shall establish a time period for completion of the program of part-time study. 3732

Students enrolled in such a program shall have been accepted through the regular admissions procedure of the school. 3733

The school shall organize the part-time program in appropriate groupings and sequences of courses and establish a field instruction plan which is in accordance with the principles of continuity, sequence, and integration that guide the full-time educational program. 3734

If the organized part-time program of study is a work-study program, the school and agencies involved should agree in advance upon an adequate amount of released time, not to be made up, from agency employment for persons enrolled. (See Appendix IV, "Considerations for the Establishment of Work-Study Programs.") 3735

**SPECIAL NON-DEGREE OFFERINGS** ..... 3740

Within the limits of available resources, schools are encouraged to assist the social work community in raising the level of practice by providing special institutes, seminars, and short courses, and by participating in in-service training programs sponsored by agencies.

**The Post-Master's Programs** ..... 3800

A post-master's program of study shall be built upon the content of the master's degree program, usually in an institution which offers the master's degree in social work, but shall be substantially more advanced in nature than the master's program and appropriate to the objectives of the program of advanced study. 3801

Emphasis shall be on intellectual discipline and furtherance of professional competence; and the student shall demonstrate mastery of some particular social work or social welfare subject matter. In addition, advanced education shall emphasize the understanding of important related knowledge and theories, from whatever sources, relevant to the advancement and evolution of knowledge, practice, and research competence pertinent to social work and social welfare.

REQUIREMENTS FOR THE DOCTORAL DEGREE .....	3810
If a doctoral program of study is offered, the requirements shall be established for attainment of the doctoral degree to be conferred, criteria for educational accomplishment shall be established, and formal procedures instituted for testing the student's achievement.	3811
The residence requirement and a time limit for completion of the program shall be specified and shall be in accordance with the educational program established to attain the stated objectives.	3812
<b>Methods and Quality of Instruction .....</b>	<b>3900</b>
A school shall select methods of instruction and provide a quality of instruction that will stimulate the student's capacity and involvement in professional learning essential to attainment of the stated objectives.	3901
The benefit a student will derive from his professional education is dependent largely upon the quality of instruction through which the curriculum is transformed into an organized opportunity for student learning.	
<b>FACULTY ADVISING .....</b>	<b>3910</b>
A faculty adviser assists students with those concerns regarding educational goals which arise in class and field instruction and usually carries responsibility for preparing the final evaluation of a student's progress and achievement.	
Student advising, in this context, shall be considered as an assigned instructional responsibility in computing faculty workloads.	3911
<b>GRADING POLICY .....</b>	<b>3920</b>
A school shall evolve a grading policy which is consonant with the grading system of the educational institution.	3921
A school shall strive for internal consistency in its grading practice.	3922
<b>RESPONSIBILITY FOR CURRICULUM DEVELOPMENT .....</b>	<b>3930</b>
The curriculum shall be the responsibility of the total faculty.	3931
There shall be provision for regular, continuing faculty attention to curriculum development.	3932
Curriculum development and plans for extension and expansion in all aspects of the school's program shall be related to the objectives of the school and institution, faculty resources, and the resources of the institution.	3933

CURRICULUM EVALUATION .....	3940
The curriculum shall be evaluated regularly by the faculty and needed modifications shall be made on the basis of such evaluation.	3941
<b>Curriculum Experimentation and Innovation .....</b>	<b>3900.1</b>
Schools are encouraged to engage in well-conceived and planned curriculum experimentation and innovation in accordance with the "Policy on Curriculum Experimentation and Innovation," Appendix V.	

## ORGANIZATION AND ADMINISTRATION

<b>ORGANIZATION AND ADMINISTRATION</b> .....	4000
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<b>ORGANIZATION AND ADMINISTRATION</b> .....	4000
<b>The Educational Institution</b> .....	4100
<b>ACCREDITED STATUS OF THE INSTITUTION</b> .....	4110
A school of social work must be a part of an educational institution which is accredited by the appropriate regional accrediting association (where such exists).	4111
<b>EDUCATIONAL RESOURCES OF THE INSTITUTION</b> .....	4120
The educational resources of the institution shall be appropriate to the support of a master's degree program of professional social work education and to the support of post-master's programs if offered by a school of social work.	4121
Universities or colleges will differ in the kinds of total educational resources offered, but among those considered relevant to the nurturing of a graduate program of social work education are an undergraduate liberal arts program and graduate programs in the social and behavioral sciences. Professional programs of study in professions closely allied with social work are a further asset.	
<b>Relation of School to Institution</b> .....	4200
<b>POSITION OF SCHOOL IN INSTITUTION</b> .....	4210
The position of a school within the organizational structure of the educational institution shall enable the school to fulfill its educational purpose and shall be similar to that of other professional schools in the institution.	4211
A school of social work shall be so organized within the educational institution that it has a clear identity. It shall have responsibility and freedom to (1) evolve curriculum and guide its development and modification; (2) select and recommend appointment of faculty; (3) present and defend, to appropriate university authorities, a budget in harmony with its objectives; and (4) administer the budget as approved.	4212
Educational institutions utilize different forms of organization. Experience has shown, however, that the most desirable pattern is to organize the professional program of social work education as a separate school within the educational institution. Institutions in which a program is differently organized will be requested to supply evidence that the dean or director has the authority necessary for the continuing development of the program.	

<b>SCHOOL-INSTITUTION WORKING RELATIONSHIPS</b> .....	4220
The appropriate participation of school faculty on general or special committees of the institution, and the participation of institutional officials in the consideration of relevant school problems, should be encouraged.	4221
<b>INTERDEPARTMENTAL RELATIONSHIPS</b> .....	4230
A reciprocal relationship is expected to exist between the faculty of a school of social work and other schools and departments in the institution. This includes appropriate participation in interdisciplinary research and curricular activities and reciprocal use of appropriate educational resources.	
<b>PERSONNEL POLICIES</b> .....	4240
Policies and procedures governing a school's personnel administration shall be compatible with those of the institution.	4241
A school shall participate appropriately in the formulation or revision of institutional policies and procedures relating to appointment, promotion, tenure, leave, academic freedom, professional growth, faculty workload, criteria and procedures for faculty evaluation, salary structure, and retirement.	4242
Regular and open channels of communication shall be provided between the school and general university administration which will facilitate faculty participation in the development of policies.	4243
<b>Finances</b> .....	4300
The educational institution shall assume responsibility for assuring financial stability for the total program of the school and for budgetary support which is adequate for the maintenance of a program of high quality.	4301
<b>FINANCIAL ADEQUACY</b> .....	4310
A school shall have an annual budget for teaching, administration, and research which can be shown to be adequate to carry out its total program	4311
Income, expenditures, free facilities and services received, stability of financing, and financial accounting and reporting—all in relation to the total program in operation or projected—shall be considered in determining financial adequacy.	4312
Any new programs shall be established with resources beyond those needed to maintain the regular full-time master's degree program at a high level of quality.	4313

If a school offers post-master's programs of study, the annual budget of a school shall reflect the university's commitment of adequate funds to implement such programs of quality without diverting funds necessary for maintaining the quality of its master's degree program.	4314
<b>LONG-RANGE FINANCIAL PLAN</b> .....	4320
The school and the educational institution shall have, and continue to implement, long-range financial plans which will assure the stability and development of the school.	4321
Fellowship support is a necessity in order to maintain an adequate student body.	
<b>Administration of the School</b> .....	4400
A school must have a full-time dean or director as its executive officer.	4401
A school must conduct its program without discrimination on the basis of race, color, creed, or ethnic origin. This principle applies to the selection of students, classroom and field instructors, and other staff and to all aspects of the organization and program of the school.	4402
The dean or director, with the faculty and in accordance with the educational policies of the institution, shall establish policies and devise appropriate methods for coordination, for overall planning, and for determining the objectives and content of the master's degree program and of post-master's programs, if the latter are offered.	4403
<b>FUNCTION OF THE EXECUTIVE OFFICER</b> .....	4410
The dean or director shall have administrative responsibility for the maintenance of appropriate school-university relationships. He is responsible for direct official communication with the officers and administrative staff of the university.	4411
In this capacity, the dean or director shall interpret the objectives and needs of the school within the context of the purpose and goals of the profession and developments in practice and research.	4412
The dean or director shall have responsibility for the preparation and presentation of the budget to the appropriate university authorities and for effective administration of the budget approved.	4413
As educational leader of the school, the dean or director shall have responsibility to:	4414

— maintain a balance between the central and peripheral purposes of the school.	
Toward the goal of making appropriate modifications in the educational program, the dean and faculty have responsibility (1) to assess regularly the changing knowledge and the changing role and function of the profession; and (2) to study pertinent developments in allied professional and academic fields.	
— develop an organizational structure and administrative policies and procedures which coordinate and use faculty resources effectively to attain the educational objectives of the school.	
— establish policies for participation of the entire faculty as a group in the regular work of the school as well as in curriculum planning, policy-making, and evaluation.	
— create an atmosphere which stimulates the productivity and professional development of faculty as teachers and as members of a profession and encourages faculty members to identify and meet their needs for professional development.	
— assign responsibilities of faculty members in such a way that each can make his maximum contribution to the educational program of the school, enhance his own professional development, and contribute to knowledge through research.	
— contribute to the advancement of professional education for social work, of the profession, and of the school.	
<b>QUALIFICATIONS OF THE EXECUTIVE OFFICER</b> .....	4420
A dean or director of a school of social work must be selected from the social work profession. Suitable academic and experience qualifications include: a master's or doctor's degree earned in an accredited school of social work; and/or familiarity with social work education obtained through experience as a member of the faculty of a school of social work, and, in addition, appropriate experience in social work.	4421
A dean or director of a school of social work shall bring to the post demonstrated qualities of educational leadership, scholarship, professional vision, and administrative capacity.	4422
<b>Faculty</b> .....	4500
<b>SIZE OF FACULTY</b> .....	4510
A school shall have a core of full-time faculty members, adequate in number to meet the teaching and research requirements of the educational program(s) offered.	4511

The nature of the objectives of social work education, the value placed upon the student-teacher relationship in the learning process, and an emphasis upon the activity of the student in his own education are factors which influence the relative size of a faculty required for a school of social work.

If a school offers post-master's programs of study, the faculty of the school shall be adequate in size and in experience to guide the students in the areas of study included in both the master's degree curriculum and post-master's programs. 4512

RECRUITMENT AND SELECTION OF FACULTY ..... 4520

Recruitment, selection, and retention of a competent faculty are of major importance in the development of a school of social work. Recruitment is a continuing task.

A school shall have procedures for the recruitment of faculty. Selection of faculty shall be made after a systematic search for suitably qualified persons and a review of accumulated information about them supplemented by appropriate interviews. 4521

Final responsibility for selection rests with the dean or director subject to the approval of the administration and governing board of the university, but the selection process shall provide for appropriate participation by the faculty of the school. 4522

Selection shall result in a full-time faculty which is competent to provide sound instruction in the major content areas comprising the educational program(s) offered. 4523

QUALIFICATIONS OF FACULTY ..... 4530

General qualifications of faculty shall include interest and ability in teaching; evidence of aptitude for productive scholarship and research; understanding of the problems confronting social work and professional education for social work; identification with their respective professions as evidenced by membership in professional associations and societies. 4531

The core of full-time faculty members in the master's degree program shall hold the master's degree in social work; post-master's study is desirable. 4532

Faculty members shall have recognized competence based upon education and experience in their areas of teaching. 4533

Faculty members shall bring demonstrated qualities of professional competence, leadership, scholarship, and the capacity to formulate and transmit ideas for advancement of learning in ways which develop these potentials in students. 4534

A program leading to a doctoral degree requires in the total faculty a number of members who are mature scholars and who have shown active and continuing interest in research beyond that of their doctoral dissertation.

FACULTY RESPONSIBILITIES ..... 4540

A school shall have a definite plan for the determination and distribution of workloads including relative weights assigned to the various components. The plan shall reflect a concern with the maintenance of scholarly quality in the teaching component of the total responsibility of each faculty member. It shall recognize that definite and substantial assignments involving community responsibility are essential to attainment of the objectives of a school of social work. 4541

Allocation and distribution of faculty workloads shall result in focused assignments related to the interests and competencies of individual faculty members. 4542

Time calculated for workloads shall show, in addition to hours for teaching and research, time for duties associated with the general educational and administrative operation of the school and of the educational institution. 4543

The nature of professional education for social work requires a relatively high proportion of faculty time assigned to community responsibility related to the purpose of the school, to student advising, committee responsibilities, and administrative tasks.

## FACILITIES

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<b>FACILITIES</b> .....	5000
<b>Physical Plant</b> .....	5100
<b>INSTRUCTIONAL FACILITIES</b> .....	5110
<b>OFFICE FACILITIES</b> .....	5120
<b>Library</b> .....	5200
<b>LIBRARY FACILITIES</b> .....	5210
<b>LIBRARY SERVICE</b> .....	5220
<b>ACQUISITIONS</b> .....	5230



<b>FACILITIES</b> .....	5000
Physical Plant .....	5100
<b>INSTRUCTIONAL FACILITIES</b> .....	5110
A school shall have adequate space and equipment to provide an environment conducive to productivity of faculty and students in the fulfillment of the objectives of the school.	5111
Adequate facilities refer to classrooms appropriate for small discussion groups as well as rooms for lectures, research laboratories, and conference rooms for faculty (including field instructors) to work appropriately on educational matters.	
The instructional facilities should be so located in relation to the office facilities of the school as to promote the kind of faculty-student interchange considered essential in social work education.	5112
<b>OFFICE FACILITIES</b> .....	5120
Office facilities shall include an office for each faculty member as well as adequate space for secretarial and clerical personnel and for office equipment.	5121
Adequacy of office space and equipment for faculty and school administration is a basic requisite for carrying out the objectives of social work education. The nature of social work education requires adequate office facilities for extensive faculty consultation with students, with community agency executives, and with field instructors.	
<b>Library</b> .....	5200
<b>LIBRARY FACILITIES</b> .....	5210
Library holdings for the school of social work may be housed within the central library of the university or separately within the school of social work.	
The book, periodical, and reference collection shall support—by quality, size, nature, and appropriate duplication of holdings—the instructional and research programs of the school and be assembled in such a way as to be readily accessible for student use.	5211
The holdings shall include the considerable body of fugitive material which is essential to social work education.	5212
If a school offers post-master's programs of study, the library holdings of the university shall include, in addition to those necessary for the master's degree program, a wide range of background mate-	5213

rials, a wide range of holdings suitable for research purposes, and a strong collection in the social and behavioral sciences and the humanities.	
Library study space shall be adequate for the student body.	5214
<b>LIBRARY SERVICE</b> .....	5220
The quality and extent of library service shall support and stimulate the attainment of the objectives of basic professional social work education, and of post-master's programs if offered.	5221
In formulating regulations for library circulation (if there is a centralized library), consideration ought to be given to the unusual situation created for social work students through their absence from the campus for field instruction.	
<b>ACQUISITIONS</b> .....	5230
An annual budget shall be provided for library accessions which is adequate to support the program(s) offered by the school.	5231
A school of social work shall have an administrative plan for selection of new acquisitions.	5232

**SELF-STUDY AND OUTCOMES**

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**SELF-STUDY AND OUTCOMES** ..... 6000  
**Purpose of Self-Study and Evaluation of Outcomes** ..... 6100  
    **METHODOLOGY AND RESULTS** ..... 6110  
    **REPORTING OF STUDY** ..... 6120

**SELF-STUDY AND OUTCOMES** ..... 6000

**Purpose of Self-Study and Evaluation of Outcomes** ..... 6100

The purpose of self-study and evaluation of outcomes is to improve the educational program(s) of a school. Self-appraisal addresses the questions of (1) whether the current goals of a school are valid and appropriate to the needs of the time; (2) how well the goals are being attained; (3) what is satisfactory and should be developed; (4) what needs improvement; and (5) what is needed to bring about the improvement.

A school shall show evidence that it engages in systematic self-study and evaluation of the outcomes of educational experience for students. Systematic self-study and evaluation should involve suitable ways for examining the validity of the educational goals of the school, for appraising the adequacy and effectiveness of all resources, and the effectiveness of methods used in pursuing the educational goals, and for evaluating the outcomes of the program. 6101

Self-study and evaluation so perceived can be expected to yield information that will assist the school to identify both the satisfactory and unsatisfactory aspects of the program. The information will enable the school to develop and implement plans for resolving the problems which are identified as well as to develop further those aspects of the program that are effective and of good quality.

Studies will vary in character and scope in accordance with the needs of the school and the stage of its development.

Improvement in the quality of the educational program of a school is dependent upon the clarity and validity of its objectives; the quality of its student body; the adequacy of resources and facilities; effective organizational and administrative policies and practices; and the quality of leadership and faculty engagement in developing curriculum. Self-study and evaluation of outcomes is expected, therefore, to take into account the interdependence of these factors.

**METHODOLOGY AND RESULTS** ..... 6110

Appropriate descriptions regarding the selection of issues, questions, or problems that are studied, the method and plan for evaluation, and the staff assigned should be available for use by all faculty of the school and other appropriate groups within the educational institution. 6111

**REPORTING OF STUDY** ..... 6120

The findings, conclusions, and action taken by the school as a result of self-study and evaluation of outcomes should be made available to faculty, to the educational institution, and to the Council and the profession if appropriate. 6121

**PROCEDURES FOR ACCREDITATION OF A SCHOOL OF SOCIAL WORK**

**PROCEDURES FOR ACCREDITATION OF A SCHOOL OF SOCIAL WORK** ..... 7000

PRE-APPLICATION CONSULTATION ..... 7010

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**PROCEDURES FOR ACCREDITATION OF A SCHOOL OF SOCIAL WORK .....** 7000

Both original and periodic evaluations of schools of social work will be coordinated, whenever possible, with institutional evaluations by regional accrediting associations. 7001

**PRE-APPLICATION CONSULTATION .....** 7010

Pre-application consultation provides an opportunity for discussion of the objectives of professional education for social work; the interpretation of standards of professional education; and consideration of the technical aspects of establishing a school of social work. Preliminary consultation is advisory, without obligation either on the part of the educational institution to proceed with its plans or the accrediting body to approve what is developed. Early consultation may or may not be provided on the campus; however, once a school has been established and is working toward accreditation, on-campus consultation is highly recommended.

**Procedures in Application for Original Accreditation .....** 7100

**KNOWLEDGE OF STANDARDS .....** 7110

A school seeking accredited status is presumed to have a thorough knowledge of the standards established by the accrediting body and a conviction that the program it submits for study is ready to be evaluated in the light of those standards.

**TIME OF APPLICATION FOR ACCREDITATION .....** 7120

A school offering a two-year graduate program of social work education may make application for accreditation during the first term of the second year the educational program to be evaluated is actually in operation.

**APPLICATION FOR STUDY .....** 7130

The application for study is submitted by the dean or director, accompanied by a letter of transmittal from the chief administrative officer of the educational institution. A self-study report, prepared in accordance with the Accrediting Questionnaire supplied by the Council, shall accompany the application.

The application and report of the self-study should reach the Council's office six weeks in advance of the date established for the meeting of the accrediting body when the application is to be considered. 7131

ROLE OF COMMISSION ON ACCREDITATION .....	7140
The Commission on Accreditation, following review and discussion of all materials submitted by the school together with other relevant information provided by the Council's office, may authorize:	
— acceptance of the application for an official on-campus evaluation of its educational program.	7141
— rejection of the application with recommendations for the development needed to meet standards and achieve objectives of professional social work education.	7142
<b>Evaluation Procedures</b> .....	7200
<b>RESPONSIBILITY FOR ARRANGEMENT OF ON-CAMPUS STUDY</b> .....	7210
Arrangements regarding the time and duration of the on-campus study and reimbursement of the costs involved are made in consultation with the school.	
<b>PURPOSE OF ON-CAMPUS STUDY</b> .....	7220
The purpose of the on-campus study is to obtain information and make professional judgments so the Commission on Accreditation may have as a basis for action as clear and complete knowledge of the school as possible.	
<b>SELECTION OF EVALUATION TEAM</b> .....	7230
An evaluation team of not less than two social work educators is selected from a roster developed by the Commission on Accreditation and is appointed in consultation with the applicant-school with due regard to the following considerations:	
— The members of the team shall be acceptable to the applicant-school and the team so constituted as to represent any special combination of competence and experience that the Commission on Accreditation may recommend.	
— The chairman of the team shall have had previous experience in conducting an on-campus evaluation.	
— Whenever possible, at least one member of the team shall hold, or have held, membership on the Commission on Accreditation or the Board of Directors of the Council.	
<b>FUNCTION OF EVALUATION TEAM</b> .....	7240
The function of the evaluation team is to make an analysis and evaluation for the use of the school, the institution, and the Commission on Accreditation of the quality of the school's program, the effectiveness of its procedures, and the adequacy of its resources	

(faculty and other) for maintaining and improving the program. The evaluation is made in relation to the objectives of the school and standards established for professional education for social work.	
<b>RELATIONSHIP OF EVALUATION TEAM TO THE COUNCIL</b> .....	7250
The evaluation team is governed in the conduct of the study by general instructions from the Council and the Commission on Accreditation.	
<b>RELATIONSHIP OF EVALUATION TEAM TO SCHOOL FACULTY</b> .....	7260
As part of the evaluation process, the team shares its major findings with the faculty of the applicant-school at the time of the on-campus study.	
<b>FINANCING OF ON-CAMPUS STUDY</b> .....	7270
The on-campus study is conducted at the expense of the applicant-school which reimburses the Council for the costs involved in the transportation and maintenance of the evaluation team and for incidental costs in arranging the visit and preparing the team's report.	
<b>Disposition of Application for Accreditation</b> .....	7300
<b>RESPONSIBILITY FOR FINAL ACTION</b> .....	7310
The Commission on Accreditation carries full and final responsibility for the decision on an application for accredited status.	
<b>EVALUATION OF DATA</b> .....	7320
The Commission, in plenary session, studies the report of the evaluation team, taking into account all available evidence of strength and weakness in the organization, content, and administration of the total program of a school, and arrives at a decision based on evaluation of all data presented.	
Whenever possible, a member of the evaluation team is asked to supplement the written materials with an oral report to the Commission.	7321
<b>ACTION OF COMMISSION ON ACCREDITATION</b> .....	7330
The Commission on Accreditation may:	
Award accredited status .....	7331
The Commission may award accredited status (1) without recommendations or (2) with comments on the action taken and recommendations for improvement. Such comments and recommendations become matters of record.	

Postpone final action .....	7332
Final action may be postponed pending further consultation with the school regarding obstacles that stand in the way of immediate accreditation. In the event of postponement of final action, the Commission outlines the reasons for the action; the steps that may be taken to remove obstacles in the way of accreditation; and sets a tentative date for final action.	
Deny accredited status .....	7333
If the decision is to deny accredited status, the Commission outlines the reasons for the action.	
OFFICIAL NOTIFICATION OF ACTION .....	7340
The action taken by the Commission on Accreditation is communicated by letter from the chairman of the Commission to the appropriate administrative officer of the institution and to the dean or director of the applicant school.	
ACTION FOLLOWING NOTIFICATION OF DECISION .....	7350
The Commission authorizes the Council staff to draw on pertinent sections of the Minutes of meetings of the Commission when reporting to, and subsequently consulting with, the applicant-school.	
	7351
The Council staff determines, in the light of the action of the Commission, which situations are best followed up by conference with officials of the educational institution and by offers of consultation with the school.	
EFFECTIVE DATE OF ACCREDITED STATUS .....	7360
The accredited status granted by action of the Commission on Accreditation is retroactive to the beginning of the educational program examined and approved by the Commission.	
	7361
The effective retroactive date will be established by the Commission on Accreditation.	
<b>Procedures for Review of Accredited Schools .....</b>	<b>7400</b>
All schools are subject to mandatory review following original accreditation and to periodic evaluation of their total programs.	
MANDATORY REVIEW FOLLOWING ACCREDITATION .....	7410
A review is made by the Commission on Accreditation of each newly approved school within a period of three years following accreditation.	

PURPOSE OF MANDATORY REVIEW .....	7420
The review is to determine whether standards are being maintained, and the extent to which the recommendations of the Commission on Accreditation have been carried out.	
EVALUATION PROCEDURE .....	7430
The school will submit a report showing: (1) the extent to which the recommendations of the Commission on Accreditation have been implemented; (2) the faculty roster and assignments; and (3) major changes since accreditation with respect to Objectives, Program, Organization and Administration, Facilities, and Outcomes.	
The material submitted by the school will supplement rather than duplicate that submitted at the time of application for accreditation.	
DATA ON WHICH MANDATORY REVIEW IS BASED .....	7440
In addition to the report from the school, the Commission on Accreditation will have available to it such data as: Minutes of the meetings of the Commission which record the discussion at the time recommendations were made for the on-campus evaluation and for approval; correspondence with the school and the educational institution at the time the school was granted accredited status; other pertinent information available through the Council.	
ACTION OF COMMISSION ON ACCREDITATION .....	7450
The Commission may (1) reaffirm accreditation without an on-campus evaluation; or (2) request an on-campus evaluation if a more detailed examination of the program appears to be essential to a decision.	
Actions which are open to the Commission if an on-campus evaluation is requested are stated in Sections 7730-7732.	
OFFICIAL NOTIFICATION OF ACTION .....	7460
(See Section 7340)	
<b>Procedures in Application for Periodic Reaffirmation of Accredited Status .....</b>	<b>7500</b>
The report of the school's self-evaluation, prepared in accordance with the Accrediting Questionnaire, should reach the Council's office approximately six weeks prior to the date set for the on-campus study.	
TIME SCHEDULE FOR PERIODIC EVALUATION .....	7510
An accredited school is ordinarily revisited and evaluated at ten-year	

intervals. The date is established in consultation with the school approximately two years in advance of the on-campus study.

EVALUATION PROCEDURES ..... 7520  
 Evaluation procedures are those used in the original evaluation process. (See Sections 7200-7270)

Disposition of Application for Reaffirmation of Accredited Status ..... 7600

RESPONSIBILITY FOR FINAL ACTION ..... 7610  
 The Commission on Accreditation carries full and final responsibility for the decision on an application for accredited status.

EVALUATION OF DATA ..... 7620  
 (See Sections 7320-7322)

ACTION OF COMMISSION ON ACCREDITATION ..... 7630  
 The Commission on Accreditation may:

Reaffirm accredited status ..... 7631  
 The Commission may (1) reaffirm accredited status; (2) reaffirm accredited status and request a report within a specified period of time; (3) reaffirm accredited status with a warning, a time limit for correction of deficiencies, and a request for a supplementary on-campus evaluation; or (4) reaffirm accredited status with other specified conditions.

Postpone action ..... 7632  
 Action may be postponed for a specified time pending additional evidence based on (1) a progress report showing the corrective action taken; (2) a supplementary on-campus evaluation; (3) both a report and a supplementary on-campus evaluation, or (4) other specified conditions.

OFFICIAL NOTIFICATION OF ACTION ..... 7640  
 (See Section 7340)

Procedure for Withdrawing Accreditation ..... 7700

7701  
 Accreditation is one means of assisting schools of social work to achieve and maintain high standards of professional social work education. Withdrawal of accredited status from a school of social work shall follow only after efforts have been made to help a school meet required standards.

BASIS FOR WITHDRAWAL ACTION ..... 7710  
 Action to withdraw accredited status shall be based upon the failure of the school, or educational institution of which it is a part, to adhere to the standards of accreditation as set forth in the *Manual*.

DATA ON WHICH INITIATION OF WITHDRAWAL PROCEDURE IS BASED .. 7720  
 Initiation of proceedings for withdrawal of accreditation from a school of social work shall be based upon data from one or more of the following sources: (1) findings of a periodic evaluation conducted separately from, or in conjunction with, regional accrediting associations; (2) findings of a special evaluation which the Commission has decided to conduct as the result of a complaint as defined in Section 7900; (3) findings of a special evaluation initiated, in the absence of a complaint or request, by the Commission on the basis of substantial evidence of need for study.

INITIATION OF WITHDRAWAL ACTION ..... 7730  
 If, on the basis of findings of such an evaluation, the Commission determines that the school's accreditation can not be reaffirmed, a notice to that effect, setting forth the Commission's findings and including the respects in which the school is failing to meet standards and the reasons therefore, if appropriate, shall be sent to the school.

7731  
 Such notice shall designate a reasonable period of time within which the school may present to the Commission, in writing, pertinent information or evidence pertaining to the matter. The Commission may offer the school an opportunity to appear for oral elaboration of its written evidence.

7732  
 As soon as practicable after the date designated for the presentation of written evidence, the Commission shall review all the data relating to the matter and on the basis thereof make its findings and conclusions which shall be promptly transmitted to the school.

7733  
 If, in such findings and conclusions, the Commission determines that the school is failing to meet standards, the Commission shall specify the period within which corrective action shall be completed and fix a date when a report with respect thereto shall be made to the Commission.

7734  
 Consultation shall be offered to a school at each step in the process.

7735  
 A school which fails to use consultation, to permit a review of its program, to provide requested materials or reports within a reasonable time, or otherwise fails to respond to requests from the Commission, shall forfeit its rights under this Section and the Commission may proceed to action indicated in succeeding Sections 7740-7743.

ACTION OF COMMISSION ON ACCREDITATION .....	7740
With the findings, resulting from the steps set forth in the preceding sections of the <i>Manual</i> before it, the Commission may take any of the following actions:	
Reaffirm the accreditation of the school.	7741
Postpone action specifying a new time period within which corrective action must be taken by the school.	7742
Withdraw accreditation from the school and remove the name of the school from the list of accredited schools of social work.	7743
OFFICIAL NOTIFICATION OF ACTION .....	7750
(See Section 7340)	
ACTION SUBJECT TO APPEAL .....	7760
Withdrawal action is subject to appeal by the school at its option under procedures set forth in Sections 7800-7850.	
<b>Appeal Procedures</b> .....	7800
The decisions of the Commission on Accreditation to grant, or not grant, accredited status of programs of professional schools are final but are subject to appeal in accordance with the following procedures:	
BASIS OF APPEAL .....	7810
Appeal may be based on the grounds that (1) the Commission has arbitrarily, capriciously, or unfairly applied the standards in its decision about the individual school or (2) the evidence on which the decision was based was materially inaccurate or incomplete.	
TIME OF FILING OF APPEAL .....	7820
A school that believes it has been unfairly treated may request an appeal within thirty days after receiving notice of the decision of the Commission on Accreditation.	
APPOINTMENT OF APPEAL BOARD .....	7830
In case of appeal, the Board of Directors will appoint an appeal board of not fewer than three qualified persons.	
POWERS OF APPEAL BOARD .....	7840
The appeal board has the power (1) to affirm the decision of the Commission on Accreditation; (2) to return the case to the Com-	

mission on Accreditation for further consideration if it finds that the evidence is materially inaccurate or incomplete; or (3) to overrule the decision of the Commission on Accreditation.

JURISDICTION OF APPEAL BOARD .....	7850
The appeal board shall have no jurisdiction over the reasonableness of the standards.	

**Procedures for Receiving and Disposing of Complaints about Accredited Schools** .....

Complaint procedures are established to protect the maintenance of educational standards by accredited schools. Complaints may be received by the Commission from a professionally responsible person, group, or organization defined as (1) the dean or director of a school of social work; (2) a faculty member of a school of social work; (3) a chapter of CASW or NASW; (4) a community welfare council; (5) a national social work organization or one of its local affiliates; (6) an alumni association of a school of social work; (7) any person, group, or organization which in the opinion of the Commission falls in this class of persons, groups, or organizations.

PROCEDURE REQUISITE TO FILING A COMPLAINT .....	7910
A complainant as defined above may seek informal consultation with the chairman or secretary of the Commission or other appropriate Council staff to discuss a potential complaint and possible means of resolving the problem without recourse to an official complaint. Responsibility for a formal complaint to the Commission remains with the complainant.	

CONDITIONS FOR RECEIPT OF COMPLAINT .....	7920
The Commission will receive and consider complaints about accredited schools under the following conditions:	

The complaint shall come from a professionally responsible person, group, or organization as defined in Section 7900.

The complaint shall present a question regarding the standards of the school and be based upon direct and responsible information, defined to mean (1) that the information is relevant to the nature of the complaint; (2) that the information is of the kind usually considered pertinent to an examination of a school's educational standards; (3) that, in the opinion of the Commission, it bears upon an important aspect of education standards; (4) that the information is factual and reasonably well documented.

The complaint shall show evidence that sustained efforts to resolve the problem have been made through appropriate university or local professional resources.



The complaint shall include information about other action initiated in relation to the problem.	7924
The complaint shall be presented in writing and the complainant shall send to the school concerned a copy of the complaint as presented to the Commission.	7925
A complaint will not be received from a student of the school concerned. Situations involving a given student of a given university or school are considered outside the jurisdiction of the Commission and should be settled within the university concerned.	7926
<b>DETERMINATION UPON RECEIPT OF COMPLAINT</b> .....	7930
The Commission will consider the complaint and make the following determinations:	
That the conditions set forth under Sections 7920-7926 above have been met.	7931
That the complaint falls within the jurisdiction of the Commission.	7932
That recent study, observation, or experience between the Commission or the staff of the Council and the school concerned do not contra-indicate the questions contained in the complaint.	7933
<b>STEPS TO BE TAKEN BY COMMISSION ON ACCREDITATION</b> .....	7940
If the complaint does not qualify for acceptance by the Commission under the determinations listed above in Sections 7930-7933, the Commission shall evaluate the qualifying and disqualifying factors and obtain further information if it is deemed that clarification or additional information would qualify the complaint.	7941
If the complaint is not accepted, the Commission shall so notify the complainant and the school concerned, giving reasons for the action.	7942
If the complaint qualifies for consideration and action by the Commission, the Commission will accept the complaint for investigation and will notify the complainant and the school concerned that the complaint will be investigated.	7943
The Commission will decide what particular method of study and investigation is appropriate for a complaint which has been accepted.	7944
<b>ACTION OF COMMISSION ON ACCREDITATION</b> .....	7950
After a decision to investigate a complaint, the Commission shall give general supervision to the investigation, delineating its focus and scope.	

With the findings of an investigation before it, the Commission may take any of the following actions:

Postpone a final action on the complaint if there is evidence that the school has made reasonable progress in rectifying the situation that warranted the complaint. If postponement is made, the matter must come before the Commission again within one year from the time of postponement.	7951
Notify the school that on the basis of the findings the Commission has determined that the school is failing to meet standards and that the procedure for withdrawal of accredited status will be followed. (See Sections 7700-7743)	7952
Dismiss the complaint and clear the school.	7953

## APPENDIX I

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### APPENDIX I

#### OFFICIAL STATEMENT OF CURRICULUM POLICY FOR THE MASTER'S DEGREE PROGRAM IN GRADUATE PROFESSIONAL SCHOOLS OF SOCIAL WORK

##### Introduction

This document sets forth the official curriculum policy for the professional schools of social work in the United States and Canada that are accredited by the Commission on Accreditation of the Council on Social Work Education. The statement governs graduate programs of two years in duration (or the equivalent, as established by the Commission on Accreditation) leading to the master's degree, but does not state curriculum policy for post-master's education in social work or for undergraduate education relevant to social welfare and social work.<sup>1</sup>

Curriculum policy is developed by a standing Curriculum Committee of the Council, reviewed by the constituency, formally adopted by the Board of Directors, and used by the Commission on Accreditation as a basis for the formulation of accrediting standards. Changes in the official statement of curriculum policy are initiated in response to educational experiments and innovations, continuing curriculum study by the schools and the Council on Social Work Education, and developments and research within university education and professional social work practice.

While the master's curriculum is developed within the guiding framework of the policies set forth in this statement and the standards formulated by the Commission on Accreditation, each school retains full responsibility for the specific organization and arrangement of classroom courses and field instruction. Each school is also expected to establish procedures for self-study and continuing evaluation of the effectiveness of its educational program.

##### Educational Goals

Social work as a profession is concerned with the restoration, maintenance, and enhancement of social functioning. It contributes, with other professions and disciplines, to the prevention, treatment, and control of problems in social functioning of individuals, groups, and communities. Social work operates primarily within the social welfare field, but has its own identity deriving from knowledge, values,

<sup>1</sup> Undergraduate content which would make a contribution to the preparation of students for later graduate professional study in social work is outlined in a separate document, *Social Welfare Content in Undergraduate Education*. This guide, prepared by the Curriculum Committee with the assistance of a subcommittee on Undergraduate Education, was approved by the Board of Directors on October 14, 1961. It may be obtained from the Council on Social Work Education. The relationship of curriculum policy in master's education to that in post-master's programs is under consideration.

and techniques applied in professional practice. The social work curriculum rests upon a comprehensive view of the profession and its practice. The goals of social work education are achieved when the student:

Incorporates the knowledge and values basic to social work as a professional discipline.

Understands the central concepts, principles, and techniques applied in social work practice and their significant variations by method and by field of practice.

Manifests compassionate respect for individuals, and appreciates man's capacity for growth and change.

Attains a level of competence necessary for responsible entry into professional practice and sufficient to serve as a basis for a creative and productive professional career.

Develops the discipline and self-awareness of the professional social worker, and accepts responsibility for the continued development of his own competence.

Recognizes the significance of scientific inquiry in advancing professional knowledge and improving standards of practice.

Accepts an obligation to contribute responsibly to the achievement of social welfare objectives that express the goals of a democratic society and to the development of the profession that it may increasingly serve society in the prevention and treatment of social problems and the enhancement of social well-being.

Perceives and is able to interpret social work as a profession dedicated to the promotion of individual and social welfare in his own and other societies.

### The Social Work Curriculum

A variety of content drawn from other professions and scientific disciplines, as well as from the knowledge and experience of social work, is selected and organized for professional use in education for social work. The curriculum is developed as a unified whole, with three major components: *Social Welfare Policy and Services, Human Behavior and the Social Environment, and Methods of Social Work Practice*. These categories describe the specified broad areas of content to be covered in class and field instruction, but do not necessarily delineate curriculum structure. The objectives and subject matter of each of the areas of content are described herein.

#### SOCIAL WELFARE POLICY AND SERVICES

This area of content is designed to help the student:

Understand the characteristics, structures, functions, and obligations of social work as a socially sanctioned profession and the responsibilities and professional contributions of social workers in the agencies, programs, and fields in which they practice.

Understand and accept the responsibility of the profession to promote social

welfare objectives, services, and facilities consonant with the basic values of the profession and the goals of democracy.

Develop a historical, philosophical, and comparative perspective on social welfare systems in his own and other societies and a capacity for critical appraisal of current social welfare programs.

Understand the processes of social change, and develop motivation and capacity to become a participant in the assessment of unmet needs, in the identification and prevention of social problems, in the improvement of social welfare services, and in the resolution of issues in social policy.

The content included in this area of the curriculum should enable the student to identify, analyze, and appraise:

The problems and conditions in social institutions and society which require the intervention of social work.

The programs and agencies characteristically involved in the prevention, treatment, and control of problems of the individual and society.

The movements and forces that have given expression and form to social welfare goals, nationally and internationally, with attention to contributions from the profession and leaders in political and social reform.

The social policies that condition the authorization, financing, and programming of social welfare services.

The responsibility of the social work profession and the way in which social workers may participate in the prevention of social problems and formulation of policy directed toward positive social change.

#### HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

This area of content is designed to help the student:

Understand the essential wholeness of the human being and recognize the interaction of physical, intellectual, emotional, spiritual, and social influences and attributes.

Understand the influence of social structures (e.g., families, groups, organizations, communities, and societies) and social processes on the behavior of individuals and on groups and communities.

Develop a basis for objective assessment of those whom the social worker serves through knowledge and understanding of:

The individual's capacity for effective social functioning.

The dynamics of groups of varied composition and in varied settings, and the significance of the group for its members.

The forces in the community that bear on human welfare and on relationships between ethnic, religious, and other groups in the community.

The content included in this area of the curriculum should enable the student to recognize, understand, and appraise:

The processes of growth and personality development of the individual within the social contexts of the family, group relationships, occupational settings, and community structures.

Human behavior in the light of personal and cultural norms and values and varying conceptions of effective social functioning and well-being.  
Behavior of the individual under stress, with attention to maturation, growth, development, and environmental influences and of his use of adaptations and defenses.

Sources and manifestations of deviant behavior and social pathology.  
Disease and disability as they affect social functioning.

The varied and changing nature of the key roles which individuals carry, and the positive or negative influences of these roles on the behavior of the individual in his interpersonal, group, and organizational relationships.

The nature and changing character of social and cultural structures, with attention to the interaction between the individual and his social environment, and the reciprocal effects of the interaction.

#### METHODS OF SOCIAL WORK PRACTICE

This area of the curriculum is designed to help the student learn and apply the basic concepts and principles of social work practice in accordance with the values and ethics of the profession. The educational objectives in this area are of several orders. Some are general objectives that transcend particular methods and apply to all professional practice; others are directed to methods of direct service, *i.e.*, casework, group work, and community organization; and several are directed to the enabling methods of research and administration.

In order that the student may attain a level of competence necessary for responsible entry into professional practice and sufficient to serve as a basis for continuing professional development, concentrations are offered. A concentration is defined as a focus within the curriculum involving intensive study of a particular method of social work in courses and field instruction organized sequentially through the master's program. The methods in which concentrations occur are casework, group work, and community organization.<sup>2</sup>

In this statement, the general objectives of instruction in social work practice are first considered, then those related to the concentration, and, finally, those related to instruction in administration and research. The objectives in this area of the curriculum call upon knowledge derived from the two preceding curriculum areas, as well as distinctive knowledge of concepts, principles, and techniques of practice. The objectives are also directed to a considerable degree to the development of skill and professional self-discipline. Hence, only general educational objectives are stated, without the specification of particular sub-areas of content applicable to each of the various methods.

The general objectives for instruction in *social work practice* are designed to help the student:

Understand the relation of knowledge, value, and method in the appraisal of problems or situations for social work intervention and in the provision of professional service.

<sup>2</sup> Provision may be made, by schools with adequate resources, for a concentration in administration or research for specially selected students.

Develop the self-awareness requisite to disciplined performance as a social worker.

Recognize and appreciate the similarities and differences in the helping roles and problem-solving processes associated with service to individuals, groups, and communities.

Understand the responsibility and role of the social worker in contributing from professional knowledge to the prevention of social problems and to the improvement of social welfare programs, policies, and services.

The objectives of a *concentration* of classroom and field instruction in case-work, group work, or community organization are designed to help the student:

Learn an orderly and systematic approach to the helping and problem-solving tasks of professional practice.

Use in disciplined relationships the knowledge, values, self-awareness, and skills developed through the total basic curriculum.

Deepen knowledge and understanding of the clientele, the constellation of tasks or problems, and the types and characteristics of agencies and programs associated with service to individuals, groups, or communities.

Develop professional judgment and skill in working with recipients of social work services in delineation of goals and effective movement towards goal-directed change.

Assess and use agency and community resources, and learn how to evaluate the opportunities they offer for achievement of goal-directed change.

Apply principles of collaborative activity in participation with other professional and non-professional staff or volunteers in the provision of services.

Assess the effectiveness of his own professional performance in helping or problem-solving activities in order to establish a basis for continued, self-directed professional development.

The objectives for instruction in *administration* are designed to help the student:

Understand and accept the concept of accountability of the social worker as a professional practitioner, agency employee, and agency representative.

Become familiar with administrative organization and method, particularly in relation to the functions of policy formation, decision-making, program-planning, supervision, and consultation.

Understand administrative process as it relates to social work purposes and values, and become familiar with administrative principles that make possible the effective provision of social welfare services.

The objectives for instruction in *research* are designed to help the student:

Understand the nature and function of social work research and its relationship to the advancement of professional knowledge and improvement of professional practice.

Understand the relationship of research to the helping and problem-solving tasks of social work, and strengthen habits of disciplined thought and performance.

Become familiar with the application of principles of scientific inquiry to social work practice and to the prevention, treatment, and control of social problems.

Develop capacity to undertake or participate in studies and research, and to evaluate and use the results of research in social work practice.

#### Learning Experiences

Curriculum objectives define what the student is expected to learn. Learning experiences, such as those provided through classroom courses, field instruction, laboratory exercises, tutorial conferences, and research projects offer the student the means to achieve the goals of social work education. Responsibility to select and order specific learning experiences rests with the individual school of social work, provided that the organization of the curriculum is consistent with principles of continuity, sequence, and integration, as here described:

The principle of continuity assures a recurrent emphasis throughout the curriculum on those major elements of knowledge, value, and skill basic to social work as a professional discipline.

The principle of sequence provides that each new learning experience be so ordered that previous learning is deepened and reinforced.

The principle of integration should make manifest the unity of the total curriculum, with courses, sequences of courses, and field instruction developed and interrelated within a school's frame of reference for its curriculum as a whole.

The learning experiences provided through field instruction are essential to the achievement of the objectives of the social work curriculum. Purposeful helping or problem-solving activities with the recipients of social work services enable the student to experience the discipline of professional relationships; to gain new knowledge and understanding in all content areas of the curriculum; to learn to apply and test social work principles, values, and techniques; and to develop the self-awareness necessary for professional performance as a social worker.

The learning to be experienced in the field should be governed, as in the classroom, by clearly stated educational objectives. In determining the variety and range of learning experiences and the time to be allotted to field instruction, each school of social work should make adequate provision for diversity and breadth as well as depth of learning in social work practice. The attainment of a level of competence necessary for responsible entry into professional practice requires that the student assume the responsibilities of educationally guided professional service to people in both years of the master's program.

#### Conclusion

Professional competence in social work derives from knowledge, values, and skill learned in the basic curriculum; it is fostered through successful experience in practice and continuing professional development. This statement of policy and principles provides the foundation upon which each school of social work builds its own educational program. The breadth and complexity of curriculum

plans and patterns, as developed within established curriculum policy, should be related to the educational resources and opportunities available to each professional school and to the educational philosophy and specific objectives formulated by its administration and faculty. Continuing appraisal of the effectiveness of educational process and programs within schools of social work and of practice within the profession as a whole will contribute to further progress in the development of curriculum policy and to the constant improvement of social work education.

This statement of official curriculum policy for the master's degree program of graduate professional schools of social work, adopted by the Board of Directors of the Council on Social Work Education on October 19, 1962, supersedes all previous statements of curriculum policy.

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## APPENDIX II

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### APPENDIX II

#### CRITERIA FOR AGENCIES SELECTED FOR FIELD INSTRUCTION

Each school of social work establishes its own criteria for agencies to be used for field instruction, in accordance with the standards set forth in the *Manual of Accrediting Standards* (Sections 3630-3635). The following statement has been developed as an elaboration of the standards:

1. The agency's philosophy of service should be compatible with the values and ethics of the social work profession.
2. There should be clarity in the agency about its program and methods.
3. The agency should qualify for membership in standard-setting bodies, national and local, appropriate to its field of service.
4. The agency should have a clearly defined and active role in the community and should participate in local and regional planning in its field of service.
5. The administrator and staff should have respect for professional education and an acceptance of the objectives and the educational focus of the program of field instruction. They should be willing to undertake, individually and collectively, the responsibilities of a teaching agency including the provision of appropriate supports to enable field instructors to maintain an educational focus in field learning and teaching.
6. The staff should be large enough and should be so deployed that the basic program of the agency is maintained and developed without reliance on students.
7. The social service department of an institution such as a hospital, court, school, etc., should be an integral part of the program of the institution both in philosophy and structural organization of service.
8. The volume and flow of the program should be such as to offer students a fairly wide range of learning opportunities commensurate with the school's objectives for field instruction.
9. The agency should accept the guiding principle that any agency selected for field instruction should provide educationally sound field instruction placements for both first- and second-year students.
10. The agency should be prepared to accept the guiding principle that placement of not less than two social work students is highly desirable from the educational point of view.
11. The agency should make available suitable desk space, telephones, dic-

tating facilities, supplies, transportation costs, clerical service, and interviewing facilities.

12. The availability of a qualified field instructor is essential. Qualified field instructors may be chosen from the staff of the agency or may be employed by the school.

A field instructor is considered available when his assignments are adjusted to permit adequate time for field instruction and appropriate participation in curriculum development. Assessment of his qualifications takes into account his professional education, commitment to the profession, competence in practice, and interest and competence in teaching.

## APPENDIX III

### APPENDIX III

#### SUGGESTED GUIDE FOR USE IN ESTABLISHING A BRANCH PROGRAM<sup>1</sup>

##### Introduction

This guide elaborates the standards (*Manual*, Sections 3500-3502) which govern a branch program and addresses a variety of questions which arise when a university and community consider an expansion of this nature. Interest in establishing branch programs may originate in local professional groups, welfare councils, citizens committees, accredited professional schools of social work within universities, or various combinations of these groups. A summary of characteristics, assets, and problems with respect to branch programs to which a university and community should give consideration follows.

##### I. Definition

A branch program is defined as a program of study covering at least one full year of the social work curriculum (class and field) offered by a school of social work to full-time students in another location, preferably on a campus. Such a program is operated under the parent administration with respect to budget, faculty, curriculum, standards, policies and procedures, and requires resident faculty.

##### II. Essential Characteristics

###### A. LOCATION OF A BRANCH PROGRAM

Locating a branch program on the campus of an educational institution will facilitate the provision of those educational resources that are essential to the program's operation and to the maintenance of a program of study of high quality. Such educational resources include library resources and facilities, classrooms, health services, student housing, and appropriate office headquarters.

###### B. DISTANCE FROM MAIN CAMPUS

A branch program should be within easy commuting distance from the main headquarters of the school. "Easy" refers to distance in the sense of time and the availability of adequate means of transportation.

<sup>1</sup> This statement was developed from information received from schools of social work in the University of Illinois, University of Tennessee, and University of Wisconsin; materials in the Council files previously collected from other schools of social work which formerly operated branch programs; and draft documents prepared in 1951 by the AASSW.

### C. COMMUNITY RESOURCES

A community should be selected that is not already fully served by other schools of social work. An adequate pool of agencies which meet the criteria for agencies selected for field instruction (see *Manual*, Sections 3330-3335 and Appendix II) shall be available to support a professional program of education of high quality.

### D. EFFECTIVE DEMAND FOR THE PROGRAM

Experience suggests that a minimum enrollment of approximately 20-25 full-time students is essential to the provision of sound opportunities for professional learning.

The continuing availability of a pool of full-time students is dependent upon such factors as the number of established positions in agencies in the community for which the master's degree in social work is a qualification and the social and economic characteristics of the community and state or province in relation to the initiation and expansion of social services. A community of 300,000 set within a fairly well populated surrounding area of 150-250 miles in which no school of social work is located can be expected to provide an adequate pool of full-time students if a network of social services already exists. A community which has several colleges or universities with a substantial enrollment of undergraduate students will be a better selection than one devoid of institutions for higher education.

### E. STANDARDS, POLICIES, AND PROCEDURES GOVERNING THE PROGRAM

Standards are the same for a branch program as for the program on the main campus. Standards, policies, and procedures refer to such matters as: selection and admission of students; recruitment and qualifications of faculty; range of competence of full-time faculty in relation to the program offered; responsibility for financial stability and adequate budgetary support of the program offered; ratio of full-time to part-time students; the school's regulation with respect to the number of credit hours that may be taken on a part-time basis; curriculum content and organization (both class and field); evaluation of student outcomes; library resources, facilities and services, classrooms, faculty and administrative office facilities, student housing, etc.

Responsibility for administration of the field instruction component of the curriculum for both the program on the main campus and the branch should be assigned on the main campus in such a way that field instruction opportunities for all students in both programs are uniformly equal in quality.

Centralization of student admissions for the entire school and use of the central office clerical staff for this task contribute to equality in the application of eligibility requirements and bases for decisions and reduce the possibilities for errors in the follow-up of applications.

### F. FACULTY ASSIGNMENTS AND THE INTEGRATION OF TWO FACULTY GROUPS

Standards that apply to faculty assignment in a branch program are the same as those which apply to the program on the main campus (see *Manual*, Sections 4540-4543). The resident director of the branch program is expected to possess

qualifications that are relatively similar to those required for the executive officer of the school.

Administrative arrangements should equitably cover all faculty in both programs. These arrangements refer to budgetary provision for travel and allocation of time in the workloads of faculty for certain joint faculty committees, for regularly scheduled joint faculty meetings, and perhaps for a week-long period of work together on curriculum on an annual basis. Arrangements should include a plan to provide professional stimulation and opportunities for self-development of the faculty in a branch program on an equal basis with opportunities provided on the main campus.

### III. Principal Assets of a Branch Program

The principal assets of a branch program include the following:

- A school may, with sufficient additional faculty, expand its enrollment through the use of additional agency resources for field instruction.
- A school has greater flexibility in admitting some students who cannot enroll for both years on the main campus because of family responsibilities.
- The presence of an educational program in a community is believed to stimulate recruitment to the profession and to have a positive influence on standards of practice.
- The understanding of board members and civic groups of the professional character and function of social work may be enhanced through the opportunity for direct contact with social work educators.

### IV. Principal Problems of a Branch Program

The principal problems which have been identified in relation to a branch program include the following:

- The operation of a branch program on either a one- or two-year basis is expensive. Duplication of space, library resources, and facilities and services, and added travel costs and optimal use of faculty are some items which should be considered by a university in deciding whether to establish a branch program.
- A one-year branch program requires students who complete the two-year curriculum to relocate on the main campus for one year or for a portion thereof if block field placements are used.

- The students in a one-year branch program may have difficulty in developing a strong identification with social work education as graduate professional education and with the concept of the societal responsibility of a profession.

*Observations of the Commission on Accreditation:* Neither a one- or two-year branch program can be considered as a solution in perpetuity to the question of making professional education more readily available. The branch program may effect an uneasy balance with the original program. If it is a dynamic operation, it may be expected to split off and become a separate school.



## APPENDIX IV

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### APPENDIX IV

#### CONSIDERATIONS FOR THE ESTABLISHMENT OF WORK-STUDY PROGRAMS<sup>1</sup>

##### Introduction

Interest in establishing a work-study program may originate in chapters of CASW or NASW or in other local professional groups, welfare councils, citizen committees, local or national agencies, professional schools of social work within universities or various combinations of these groups. Suggestions contained in this document for the establishment of a work-study program should be useful both to the university and the community in developing educationally sound plans and in providing a framework for evaluating the assets and problems to be considered.

The Council on Social Work Education reaffirms its belief that regular full-time enrollment in the two-year program offers a preferable educational experience for students. Professional social work education makes heavy educational demands. The Council recommends that students be encouraged to explore fully those plans for financial assistance that will enable them to enroll for study as regular full-time students before considering work-study arrangements.

##### I. Definition

Work-study is a term used to describe either of two types of educational arrangement: One type is a program of full-time class and field instruction plus a maximum amount of paid agency employment in addition to field instruction; a second type is an arrangement by which one year of the two-year program of study is offered on an organized part-time basis extending over a period of two or more years. During this time the student continues in his agency employment for a prescribed amount of time each week. Each type of arrangement involves a plan agreed upon by a school of social work, a social agency, and a student. The financial provision made by the agency is a matter between the student and the agency.

One year of the two-year program of study leading to the master's degree in social work shall be taken on a full-time basis (see *Manual*, Sections 3611-3615). Within this frame of reference, a student may complete the program for the master's degree under either type of work-study arrangement.

<sup>1</sup>This document was developed from information obtained from schools of social work that responded to an inquiry about their experiences with work-study programs. Of the 46 responding schools, 32 have or have had either a full-time work-study program or an organized part-time work-study program, or both.

## II. Standards, Policies, and Procedures That Govern Work-Study Programs

— A school wishing to develop a work-study program will adopt a basic plan for one or for each of the two types if both are to be initiated. The basic plan adopted will apply to all interested agencies. The responsibilities and commitments of both school and agency should be clearly defined, have executive approval of both school and agency, and be formalized in writing prior to the initiation of the work-study plan. The plan should be evaluated periodically by school and agency at the administrative as well as the operational level.

— A school shall announce and describe its work-study program through the usual channels.

— A work-study program will be developed in such a way that educational objectives are safeguarded.

— The final decision for admission of applicants rests with the school of social work. Students enrolled in a work-study program shall have been accepted through the regular admissions procedure of the school.

— The educational requirements for all students apply equally to students in work-study programs. There may be no diminution of the school's established requirements in class and field instruction for students enrolled in work-study programs. Credit may not be given for work experience. The same standards of educational achievement apply to all students as to students enrolled in a work-study program.

— The school has full responsibility for the development of the work-study educational program in accordance with the class and field instruction prescribed for all students. This includes selection of agencies for field instruction and decisions regarding student field placement. Field instruction will be educationally focused rather than agency service-centered. Agencies involved in work-study plan shall meet the criteria for agencies selected for field instruction (see *Manual*, Sections 3630-3635 and Appendix II). The field instruction component of the curriculum in a work-study program shall be administered in accordance with the pattern established by the school for all students as one means of insuring uniformly equal opportunity.

— The same standards apply to the selection of additional faculty who are assigned responsibility for various aspects of work-study programs, including field instruction, as prevail for all faculty in the school. If the appointment schedule for additional faculty is different (example: summer work) from that for other faculty, an administrative arrangement for making the additional faculty an integral part of the total faculty is essential.

— A work-study program conducted away from the main campus shall be governed by standards which govern the regular program, as described, and include standards with respect to library resources, facilities and services, classrooms, faculty, administrative office facilities, and so on. A work-study program conducted away from the main campus will have certain characteristics of a branch program.

## III. Benefits and Problems Associated with Work-Study Programs

Certain benefits and problems associated with each type of program have been identified by schools and agencies as a result of their experience.

## A. FULL-TIME WORK-STUDY PROGRAM

### 1. Principal Benefits Associated with the Full-Time Work-Study Program

a. Students: The program makes social work education available to persons with heavy financial responsibilities who can not otherwise enroll for full-time study in a school of social work.

b. Agency: The program may have a positive influence on standards of agency practice. The presence of students in an agency may provide professional stimulation to the total staff. Opportunity may be increased for the important "middle administrative group" to obtain professional preparation.

c. School: The program brings some promising, tested persons into social work education. The close working relationship between a school and agencies may strengthen the bond between education and practice. A large number of students enrolled in work-study programs have come from the public welfare and other public agencies. This addition to the student body has resulted in increased appreciation on the part of all students for public programs, enrichment of class discussions, and enrichment of curriculum content.

### 2. Principal Problems Associated with the Full-Time Work-Study Program

a. Students: A student may find difficulty in setting aside a sufficient amount of time for study, class preparation, and library work.

The dual role of student and employee may make conflicting demands on the student which create difficulty for him in differentiating his respective responsibilities. The dual role may, in particular, affect the student's ability to relate productively to both field instructor and agency supervisor whose functions and foci differ so markedly.

b. Agency: An agency is subject to heavy demands for service. These demands may result in a tendency to let the student's responsibilities as an employee encroach upon the time allotted for his educational program.

An agency may be confronted with the need to employ substitute staff for employees enrolled in full-time work-study programs.

c. School: The program may require additional time for administration of field instruction and hence may require additional faculty for field instruction. In some instances the school may be called upon to provide field instructors for units of students.

## B. ORGANIZED PART-TIME WORK-STUDY PROGRAM (for one of the two years required for the master's degree).

### 1. Principal Benefits Associated with the Organized Part-Time Work-Study Program

a. Students: The program makes social work education available to persons who because of heavy financial responsibilities could not otherwise enroll for study in a school of social work.

b. Agency: The program may have a positive influence on standards of agency practice and may encourage other employees to consider the possibility of obtaining professional education.

c. School: The program may strengthen school-agency cooperation.

## 2. Principal Problems Associated with the Organized Part-Time Work-Study Program

a. Students: A student may experience difficulty in setting aside an adequate amount of time for study, class preparation, and library work. He may experience difficulty in differentiating between his role as student and his role of employee as well as difficulty in meeting the responsibilities required of a student in field instruction, on the one hand, and of an employee of an agency on the other hand. Identification with the profession and development of the professional use of self may be achieved more slowly since there is less opportunity for the total involvement in learning which appears desirable for the development of professional attitudes and skills. A student may have (depending upon the pattern of field instruction used) the added learning demand of concurrently relating productively to a field instructor and, as an agency employee, to a supervisor.

b. Agency: An agency frequently operates under conditions of heavy pressures in work loads. This may lead to a tendency to allow employee responsibilities to encroach upon the time allotted to a student's educational program. Agency personnel at all levels should have a clear understanding of the student role and the educational program and an acceptance of the need for selectivity in assignments to students.

Administrative personnel should be prepared to interpret to all staff at frequent intervals the philosophy and goals of the agency in its decision to enter upon a work-study program.

An agency may be confronted with the need to employ substitute staff to cover the work load of employees who are enrolled in organized part-time work-study programs.

c. School: The plan may require the employment of additional faculty for summer class or field instruction. Student and agency situations may develop which will require more individual consultation with both students and field instructors.

The experience of schools with this type of work-study program reveals no conclusive evidence about its educational soundness. Some schools believe the student learning outcome is equal to that of regular students; other schools view this type of educational experience as a compromise. The pattern of class and field instruction, the climate and stage of development of the agencies involved, and the availability of qualified field instructors appear to be factors which require further study.

### IV. Some Issues Requiring Further Study

#### A. MEANS FOR MINIMIZING POTENTIAL DIFFICULTIES IN STUDENT AND EMPLOYEE ROLES

There are differing points of view about means for minimizing potential difficulties for the student in his student and employee roles. Some schools suggested: (1) that the hours of employment (in addition to field instruction) might be considered as an extension of field instruction; (2) that the nature of the employee assignment should be jointly agreed upon by the school and agency;

(3) that the employee assignment should be appropriate to the student's stage of learning; (4) that the field instructor should serve also as the supervisor for the employee assignment.

The experience of other schools led to opposite views, i.e., that the work-study student should not have as his field instructor the same person who is his supervisor in his agency employee assignment, and that field instruction and work assignments should be separate. These schools believe that a person carrying the dual role of field instructor and supervisor in the agency would need to have had extensive experience in both roles and have shown evidence of clarity with respect to each.

#### B. COMPLETION OF ALL FIELD INSTRUCTION IN ONE AGENCY (his own if the student is an employee in the agency)

No conclusive evidence was revealed as to whether there is a significant difference in learning outcome between students who complete all field instruction in their employing agencies and those who have at least one field placement in another agency. Many schools of social work subscribe to the philosophy that a change in agency is desirable for at least one of the two field instruction placements. The opposite point of view was also expressed, however, i.e., that all of a student's field instruction can be completed in one agency with equally good outcome.

There was a measure of agreement on criteria for a student completing all field instruction in one agency. These criteria are: (1) The agency should be large enough, and the agency practice should be sufficiently well-developed, that suitable educational opportunities are available to assist the student in achieving both first- and second-year learning objectives. (2) Learning opportunities should be available in sufficient breadth and depth to insure quality of experience equal to that provided for all students of the given school. (3) A sufficient number of qualified field instructors should be available in, or to, the agency to enable a student to have a different field instructor in each of the two years if such a change is considered desirable by the given school.

#### C. THE NATURE OF FINANCIAL BENEFITS TO STUDENTS

A number of schools believe that enrollment in the school on a full-time basis as a regular student for the two-year period necessary to complete the master's degree program is, in the long view, financially more economical than enrollment in a part-time work-study program. At the same time, it was recognized that, aside from the question of financial benefit, there may be circumstances which, for some students, make a part-time work-study program a more convenient means of completing one of the two years of study required for the master's degree.

Schools report differing experiences of students with respect to financial benefits in relation to work-study programs. One school reported that promotion to more responsible positions, salary increases, and so on, are granted upon completion of the first year of the two-year curriculum leading to the master's degree; other schools report that delay in completion of the degree program results, in the long view, in loss of salary at the professional salary level. Cost of

travel over a long period of time and loss of salary resulting from part-time employment were noted as additional expenses. In some universities, tuition on a part-time basis for graduate students is considerably higher than tuition for full-time enrollment.

**D. MEANS WHEREBY EMPLOYEES ENROLLED IN WORK-STUDY PROGRAMS MIGHT BE ENABLED TO COMPLETE THE MASTER'S DEGREE PROGRAM WITHOUT INTERRUPTION**

Schools reported that frequently the work-study student is required to return to his agency following completion of one year of the two years of professional education required for the master's degree. There is concern about the educational soundness of such a plan. At the same time, there is a recognition of the problems that confront agencies in devising plans whereby individuals can complete their social work education. Further exploration of the question by schools and agencies is encouraged.

## APPENDIX V

### APPENDIX V

#### POLICY ON CURRICULUM EXPERIMENTATION AND INNOVATION\*

The Council on Social Work Education has as one of its major concerns the advancement of professional social work education. Curriculum experimentation and innovation have always been utilized by schools for advancing professional social work education. The Council on Social Work Education wishes to encourage accredited schools of social work to undertake, as appropriate, projects involving significant planned change in existing educational programs.

Projects of this type would generally be those in which the results (1) would be of interest to, or have relevance for, other schools of social work and the profession; (2) could be systematically assessed or evaluated and communicated to others; and (3) would have potential import for curriculum policy and accrediting standards.

A project for significant planned change as defined above refers to a time-limited educational plan in the form of an experiment, demonstration, or innovation. The plan is expected to include a method for evaluating the findings of the project and for reporting those results which may have general interest or applicability. Some projects may involve educational modifications which fall within the boundaries of curriculum policy and accrediting standards. Other projects may involve modifications which place the educational program of a school outside of existing curriculum policy and accrediting standards. Both types of experimentation are desirable for the full and continuing development of professional social work education.

Schools are encouraged to identify significant questions for study and experimentation. The Council on Social Work Education will, through its Curriculum Committee, also identify questions and problems on which experimentation is needed. Schools of social work may be invited by the Council to engage in selected projects that may contribute to curriculum development.

The Curriculum Committee has responsibility for assessing the results of experimentation and other forms of planned change with a view to utilizing the findings for curriculum policy development.

The Commission on Accreditation has responsibility for formulating educational standards and for applying them through a process which ensures stability, but, at the same time, encourages desirable change in an orderly manner. The Commission has responsibility, therefore, for facilitating the testing of new ideas offering reasonable promise of contributing to social work education.

In the spirit of encouraging well conceived and carefully planned change and innovation, the Council on Social Work Education takes responsibility for

\* Approved by the Board of Directors, January, 1962.

providing a structure to guide schools of social work in developing and carrying out plans which involve educational change and for providing a channel for sharing information about such projects and their results. Sharing information makes possible the replication of promising experiments, prevents unproductive duplication of effort, and stimulates additional work on significant educational questions. Toward this end:

1. The Council invites accredited schools of social work to register with the Executive Director (a) plans for curriculum experimentation and significant innovation within curriculum policy and accrediting standards and (b) findings from such experimentation. This information will be made available to the Board of Directors, the Curriculum Committee, and the Commission on Accreditation and will be reported to the total constituency of the Council in the *Social Work Education Reporter*.
2. The Council requires accredited schools of social work to submit to the Commission on Accreditation for approval those plans for curriculum experimentation and innovation which fall outside of curriculum policy and accrediting standards. The Commission's function with respect to experimentation and innovation outside of existing policy and accrediting standards is to provide guidance to schools concerning projects about which significant questions may be raised in relation to standards of accreditation. Projects approved by the Commission will not jeopardize the accredited status of a school for the period of the project.

The Commission has been requested by the Board of Directors to study such plans in relation to the guiding principles below, to approve or reject such plans, and to notify the school of its action. The reasons for approval or rejection shall be stated in the letter of notification to the school. A specific project may be rejected, but, at the same time, the school may be encouraged to submit a new or redesigned project.

Determination as to whether a project falls within or outside of curriculum policy and accrediting standards can be reached through examination of the current official statement of curriculum policy and the *Manual of Accrediting Standards*. In the event an accredited school is in doubt whether its project falls within or outside of curriculum policy and accrediting standards, the project plan can be referred to the Executive Director of the Council for advice.

#### Guiding Principles

Guiding principles to be used by the Commission on Accreditation in studying projects which fall outside of existing curriculum policy and accrediting standards are as follows:

1. The project gives promise of contributing to social work education.
2. The project is to be conducted, and the results evaluated, within a specified time limit.
3. The project plan includes:
  - a. provision for responsible evaluation of the results;
  - b. provision for recording and reporting the results for use by the profession;

- c. evidence that consideration has been given to possible adverse consequences for the public served or the students involved;
- d. provision for adequate resources in faculty and finances for additional demands beyond those required for the school's established program.

\* \* \* \* \*

Attached is a guide for use in preparing proposals for experimentation and innovation.

#### A GUIDE FOR THE PREPARATION OF PROPOSALS FOR EXPERIMENTATION AND INNOVATION

In accordance with the Council's policy, the Commission on Accreditation reviews and takes action on proposals for experimentation and innovation that fall outside of curriculum policy and accrediting standards. The Commission has made an interpretation of the guiding principles in the policy which are used in reviewing proposals. The interpretation, intended to assist schools in the preparation of proposals and thus to facilitate action on them by the Commission, is as follows:

1. The project gives promise of contributing to social work education.  
Explanation: This means that the proposal should have some reasonable chance of solving an educational problem. The problem should be clearly identified and the objectives of the curriculum change should be specified in relation to the problem.
2. The project is to be conducted and the results evaluated within a specified time limit.  
Explanation: It is recognized that some long-term projects cannot be fully evaluated for many years; preliminary and partial evaluation, however, should be possible after one year, or at most two.
3. The project plan includes:
  - a. provision for responsible evaluation of the results.  
Explanation: The evaluation plan (whether or not experimental and control groups are to be used) should provide for a description of the teaching content and method in the curriculum change and the performance of students who are exposed to the curriculum change. The major elements that will be described and the timing and method of their description should be set forth in the proposal. This description should be sufficiently detailed to make it possible to duplicate the curriculum change and the evaluation plan in other schools; and it should provide sufficient evidence to enable the Commission to determine whether standards are being met and to enable the Curriculum Committee to assess the general value of the change. The evaluation plan should be clearly related to the problem identified in Item 1 (above) and to the objectives specified.
  - b. provision for recording and reporting the results for use by the profession.

Explanation: Tentative dates for progress reports or final evaluation should be set, and the person responsible for such reports to the Council should be named.

- c. evidence that consideration has been given to possible adverse consequences for the public served or the students involved.
- d. provision for adequate resources in faculty and finances for additional demands beyond those required for the school's established program.

## APPENDIX VI

### APPENDIX VI

#### STANDARDS FOR POST-MASTER'S PROGRAMS

##### Objectives

###### OBJECTIVES OF THE EDUCATIONAL INSTITUTION

The objectives of the institution shall be compatible with, and include a commitment to, the establishment and development of a post-master's program of social work education.

###### EDUCATIONAL RESOURCES OF THE INSTITUTION

The educational resources of the institution shall be appropriate to the support of a post-master's program of social work education.

Such a program is dependent upon resources in the university, including programs of advanced study in relevant sciences and humanities, as well as resources and practices which encourage faculty scholarship and research.

Substantial strength in any existing master's degree program shall be present before post-masters' programs are undertaken.

It is also presupposed that the offering of a post-master's program has been preceded by the development of doctoral programs in other related fields within the same institution and by the provision of new resources for its support.

###### GENERAL OBJECTIVES OF THE PROGRAM(S)

An organized program of post-master's study shall have an integrity of its own rather than be a simple gradual expansion of the master's degree program.

Since it is both desirable and beneficial to the advancement of the profession, it is expected that there will be variation among the schools in the specific expression of objectives for post-master's program(s).

A school shall have a well-defined statement of objectives for a post-master's program that are clearly differentiated from the objectives of the master's degree program. When a school offers a self-contained third-year program, the objectives shall be clearly distinguished from those of a doctoral program.

###### OBJECTIVES IN RELATION TO STUDENTS

An organized program of post-master's study in a school of social work shall aim to prepare social workers to function creatively in advancing knowledge relevant and basic to social work practice and social welfare programs and in advancing professional practice.

#### OBJECTIVES IN RELATION TO THE PROFESSION OF SOCIAL WORK

An organized program of post-master's study in a school of social work shall, through the efforts of its faculty and students, contribute to the advancement of the profession through scholarly achievement and independent research, furtherance of professional practice, and development of theoretical knowledge.

#### Program

##### SELECTIVE ADMISSION OF STUDENTS

Conditions of admission shall include the screening of applicants to admit those who are motivated toward advanced learning, show evidence of originality of thinking, show evidence of identification with the profession, have defined professional objectives, and have a feasible plan for completing the educational program.

The admission process shall assure the selection of applicants whose general academic achievement and achievement in the master's degree program in social work qualify them to pursue advanced study.

When educational objectives include the enhancement or teaching of practice, demonstrated competency in some form of social work practice shall be such as to qualify the student to pursue advanced professional study in social work.

Exceptions to prerequisites for admission should be recognized as desirable in certain situations. Exceptions made by the school should be related to the objectives of its program and the special qualifications of particular applicants.

##### THE EDUCATIONAL PROGRAM

A post-master's program of study shall be built upon the content of the master's degree program, usually in an institution which offers the master's degree, but shall be substantially more advanced in nature than the master's program and appropriate to the objectives of the program of advanced study.

Emphasis shall be on intellectual discipline and furtherance of professional competence; and the student shall demonstrate mastery of some particular social work or social welfare subject matter. In addition, advanced education shall emphasize the understanding of important related knowledge and theories, from whatever sources, relevant to the advancement and evolution of knowledge, practice, and research competence pertinent to social work and social welfare.

##### REQUIREMENTS FOR THE DOCTORAL DEGREE

Requirements shall be established for the attainment of the doctoral degree to be conferred and criteria for educational accomplishment and formal procedures be instituted for testing the student's achievement.

The residence requirement and a time limit for completion of the program shall be specified and shall be in accordance with the educational program established to attain the stated objectives.

#### Organization and Administration

##### FINANCES

The annual budget of a school shall reflect the university's commitment of adequate funds to implement a post-master's program of good quality without diverting funds necessary for maintaining the quality of its master's degree program.

Fellowship support is a necessity in order to maintain an adequate student body.

##### FACULTY

Faculty members shall bring demonstrated qualities of professional competence, leadership, scholarship, and the capacity to formulate and transmit ideas for advancement of learning in ways that develop these potentials in students.

A program of study leading to the doctoral degree requires in the total faculty a number of members who are mature scholars and who have shown active and continuing interest in research beyond that of their doctoral dissertation.

The faculty of the school of social work offering a post-master's program shall be adequate in size, qualifications, and experience to guide the students in the areas of study included in both the master's degree curriculum and the post-master's program(s).

##### ADMINISTRATION OF THE PROGRAM

The dean or director, with the faculty, and in accordance with the educational policies of the institution, shall devise appropriate methods for coordination, for overall planning, and for determining the policies, objectives, and content of post-master's programs.

##### Facilities

##### LIBRARY FACILITIES

Library holdings of the educational institution shall include, in addition to the holdings necessary for the master's degree program, a wide range of background materials, a wide range of holdings suitable for research purposes, and a strong collection in the social and behavioral sciences and the humanities.

Library accommodations shall facilitate achievement of the objectives of post-master's program(s) of study.