

**MANUAL OF  
ACCREDITING  
STANDARDS**

**FOR GRADUATE  
PROFESSIONAL SCHOOLS  
OF SOCIAL WORK**

**APRIL, 1971**

**COUNCIL ON  
SOCIAL WORK  
EDUCATION**

# **MANUAL OF ACCREDITING STANDARDS**

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**FOR GRADUATE  
PROFESSIONAL SCHOOLS  
OF SOCIAL WORK**

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REVISED APRIL, 1971

**COUNCIL ON SOCIAL WORK EDUCATION**  
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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.

This edition of the *Manual of Accrediting Standards* includes all revisions approved by the Board of Directors at the April, 1971 meeting and prior meetings. Users of the *Manual* are cautioned that the numbering system of this edition differs somewhat from that of previous editions, particularly in chapter 7.

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for information on the accreditation of schools of social work and for additional reference materials in the form of unpublished reports and documents should be addressed to the Council on Social Work Education, 345 East 46th Street, New York, N. Y. 10017.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

**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.

<b>Standards To Be Used as the Basis for Accrediting Schools of Social Work</b> .....	1200
<b>OBJECTIVES OF THE SCHOOL</b> .....	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.	1211
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.	
<b>PROGRAM OF THE SCHOOL</b> .....	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.	1221
The selective admission of students shall show a clear relationship to the stated objectives of the program.	1222
The quality of the student body shall reflect the effective implementation of the admissions process.	1223
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).	1224
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.	1225
Substantial strength in any existing master's degree program shall be present before post-master's programs are undertaken.	1226

- 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
- ORGANIZATION AND ADMINISTRATION OF THE SCHOOL . . . . . 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, ethnic origin, age, or sex. 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 is expected to demonstrate the special efforts it is making to enrich its program by providing racial and cultural diversity in its student body, faculty, and staff. 1234A
- A school must have as its full-time executive officer, a dean or director selected from the social work profession who has general 1235



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.

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

FACILITIES OF THE SCHOOL ..... 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

SELF-STUDY AND OUTCOMES OF THE SCHOOL ..... 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

Procedures for Accreditation of a School of Social Work ..... 1300

ACCREDITING PROCEDURES ..... 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
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.	

OBJECTIVES OF THE EDUCATIONAL INSTITUTION .....	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>	<b>2200</b>
OBJECTIVES IN RELATION TO STUDENTS .....	2210
A school shall provide an educational program which will conform with the goals of the official Curriculum Policy Statement adopted by the Board of Directors of the Council on Social Work Education (Appendix 1). The school shall be prepared to present a rationale for its program. The program objectives shall be stated in terms of student outcomes.	2211
OBJECTIVES IN RELATION TO THE EDUCATIONAL INSTITUTION .....	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
OBJECTIVES IN RELATION TO THE PROFESSION OF SOCIAL WORK .....	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 responsibility with the social work community for working with the public at large to assess social welfare needs, to help evaluate and develop appropriate services, to contribute to positive social change, and to take measures to insure an adequate pool of qualified professional personnel.	2241

**The Post-Master's Programs . . . . . 2300**

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**

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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, ethnic origin, age, or sex.	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



EXCEPTIONS TO ACADEMIC PREREQUISITES .....	3320
A school shall be accountable for exceptions to the preceding pre-requisites.	3321
<b>Selective Admission of Students: Post-Master's Programs .....</b>	<b>3400</b>
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
PREREQUISITES .....	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
EXCEPTIONS TO PREREQUISITES .....	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>	<b>3500</b>
The program of a school includes all curricula offered in fulfillment of its objectives.	
A school is expected to demonstrate the specific efforts undertaken to provide special opportunities for full and educationally sound preparation for educationally able students whose access to quality education has been blocked, limited, or distorted.	3501
<b>The Master's Degree Program .....</b>	<b>3600</b>
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

A SINGLE STANDARD .....	3610
Each school shall fix uniform minimum standards, to be met by all students qualifying for the master's degree, including but not limited to: (1) precise areas and nature of study and (2) the practicum to be completed in order to make possible the attainment of the specific educational goals of the school.	3611
The school shall administer these requirements so that there shall be no diminution of credit and practicum requirements below the stated minimum standards for the master's degree for any particular group of students, except as stated in Sections 3613 and 3614. It is recognized, however, that a school may admit individual students to advanced standing.	3612
A school may grant advanced standing of up to one year to any specified category of students who have completed a program in an accredited college or university which in the opinion of a school's faculty is substantially equivalent to the graduate school academic content missed by granting such advanced standing. A school is not required to receive prior approval from the Commission on Accreditation for a plan to give such specified categories advanced standing but shall notify the Commission when it initiates such a plan. The Commission will evaluate such a plan during the periodic review of accredited status.	3613
A school wishing to provide advanced standing for specified categories of students who have qualifications other than or in addition to those described in Section 3613 shall request prior approval for its plan by the Commission on Accreditation. The Commission shall not require an experimental design but shall expect a school to submit sufficient evidence in its request to satisfy the Commission's concern that educational standards will be maintained. The Commission shall review any plans received at its next regular meeting and, once approved, will evaluate the plan during the periodic review of accredited status.	3614
THE MASTER'S DEGREE CURRICULUM .....	3620
The official Curriculum Policy Statement adopted by the Board of Directors of the Council on Social Work Education (Appendix 1) governs all curriculum matters in the program leading to the master's degree in social work.	3621
COOPERATION BETWEEN SCHOOL AND FIELD INSTRUCTION AGENCIES ..	3630
Planned cooperation and coordination of activity between a school and agencies selected are essential to a high level of field instruction. In the Manual, "Agency" or "Field Instruction" shall mean any appropriate site, placement, location, or assignment accepted by a school for the practicum.	

A school shall assume responsibility for the development and administration of field instruction. 3631

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. 3632

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). 3633

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 Learning Experiences Provided through the Practicum.")

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

**Methods and Quality of Instruction** ..... 3900

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.

**FACULTY ADVISING** ..... 3910

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.

## **ORGANIZATION AND ADMINISTRATION**

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Student advising, in this context, shall be considered as an assigned instructional responsibility in computing faculty workloads.	3911
<b>GRADING POLICY</b> .....	3920
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 and shall evaluate student achievement in relation to its stated objectives.	3922
<b>RESPONSIBILITY FOR CURRICULUM DEVELOPMENT</b> .....	3930
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
<b>CURRICULUM EVALUATION</b> .....	3940
The curriculum shall be evaluated regularly by the school in the light of student outcomes, new knowledge, and the demands of the profession and of practice. Needed modifications shall be made on the basis of such evaluation.	3941
<b>Curriculum Experimentation and Innovation</b> .....	3900.1
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.	

<b>ORGANIZATION AND ADMINISTRATION .....</b>	<b>4000</b>
<b>The Educational Institution .....</b>	<b>4100</b>
<b>ACCREDITED STATUS OF THE INSTITUTION .....</b>	<b>4110</b>
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>	<b>4120</b>
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>	<b>4200</b>
<b>POSITION OF SCHOOL IN INSTITUTION .....</b>	<b>4210</b>
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.	



SCHOOL-INSTITUTION WORKING RELATIONSHIPS .....	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
INTERDEPARTMENTAL RELATIONSHIPS .....	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.	
PERSONNEL POLICIES .....	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
Finances .....	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
FINANCIAL ADEQUACY .....	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.

QUALIFICATIONS OF THE EXECUTIVE OFFICER ..... 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

Faculty ..... 4500

SIZE OF FACULTY ..... 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.

**Students** ..... 4600

**STUDENT RIGHTS** ..... 4610

A school should have well-defined and promulgated procedures to protect students against prejudiced or capricious academic evaluations, improper disclosure of students' views, beliefs, and political associations, and limitations upon freedom of expression. 4611

A school's procedures should guarantee students the right to organize in their own interests as students. 4612

A school should establish procedures so that students can contribute to the formulation of institutional policy affecting academic and student affairs. 4613

School policies shall clearly define student and faculty roles, rights, and responsibilities regarding student participation in research or scholarly endeavors under faculty direction. In particular, such activities must be educationally sound and appropriate for student learning, safeguarding through appropriate credit and recognition student contribution to the process. 4614

## FACILITIES

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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

LIBRARY SERVICE ..... 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.

ACQUISITIONS ..... 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

<b>FACILITIES</b> .....	5000
<b>Physical Plant</b> .....	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



**SELF-STUDY AND OUTCOMES**

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

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<b>SELF-STUDY AND OUTCOMES</b> .....	6000
<b>Purpose of Self-Study and Evaluation of Outcomes</b> .....	6100
<p>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.</p>	
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
<p>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.</p> <p>Studies will vary in character and scope in accordance with the needs of the school and the stage of its development.</p> <p>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.</p>	
<b>METHODOLOGY AND RESULTS</b> .....	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
<b>REPORTING OF STUDY</b> .....	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

<b>PROCEDURES FOR ACCREDITATION OF A SCHOOL OF SOCIAL WORK</b> .....	7000
Both original and periodic evaluations of schools of social work will be coordinated, whenever possible, with institutional evaluations by regional accrediting associations.	7001
All accredited schools are subject to mandatory review following original accreditation and to periodic evaluation of their total programs.	7002
Pre-candidacy 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.	7003
 <b>Procedures in Application for Candidacy</b> .....	7100
A new school seeking accredited status files with the Commission a formal application for candidacy for accreditation prior to the admission of students.	7101
 <b>CRITERIA FOR CANDIDACY</b> .....	7110
The criteria to be met as a condition for candidacy are as follows:	7111
— Appointment of a full-time dean or director who meets the qualifications set forth in Sections 4421-22; faculty resources sufficient in numbers, experience, and qualifications to develop class and field curriculum; and appropriate secretarial support.	
— Evidence of the university's commitment to establish the school on a sound basis as manifested by financial support, the school's position in the structure of the university, adequate physical facilities, and appropriate library resources.	
— Statement of proposed admissions policies and procedures.	
— Preliminary statement of curriculum design including educational objectives, course of study, and degree requirements.	
— Evidence of community support and adequate field resources.	
— Specification of what the program, facilities, and all resources will be at the opening of the school.	
 <b>TIME OF APPLICATION</b> .....	7120
Two months prior to a regularly scheduled meeting of the Commission a new school submits a report covering the items set forth in the criteria outlined in the preceding Section 7111.	7121

ARRANGEMENT OF ON-CAMPUS VISIT .....	7130
As soon as practicable after the Commission receives the school's request for admission to candidacy, accompanied by the report as requested, an on-campus visit will be made by the Secretary to, or a member of, the Commission.	7131
Arrangements about the time and duration of the visit are made in consultation with the school.	7132
FINANCING OF ON-CAMPUS VISIT .....	7140
The school reimburses the Council for the cost of transportation and maintenance in connection with the visit.	7141
ACTION OF COMMISSION ON ACCREDITATION .....	7150
Following a review of the report from the school and the report of the on-campus visit, the commission may:	
Admit the school to candidacy .....	7151
Reject the application .....	7152
If the decision is to reject the application, the Commission makes recommendations for development required to meet the criteria set forth in Section 7110-7111. The school may show cause why the application for candidacy should not be rejected, in accordance with the procedures set forth in Section 7A10.	
OFFICIAL NOTIFICATION OF ACTION .....	7160
(See Sections 7440-7441)	
ADMISSION TO CANDIDACY .....	7170
Admission to candidacy indicates that the school is making satisfactory progress toward qualifying for accreditation and carries the expectation, but no necessary implication, that actual accreditation will be attained within the prescribed time.	7171
The period of candidacy may extend to three years.	7172
After admission to candidacy, the Secretary to, or a consultant appointed by, the Commission will visit the school at least once each year until it is accredited to assess, with the school, its progress toward accreditation.	7173
A written report shall be received from the school during the first year its program is in operation as a basis for the visit described in Section 7173. The date for receiving the report will be established at the time the school is admitted to candidacy. The report	7174

should be cumulative (from the report submitted in applying for candidacy) showing progress in fulfilling the commitments made before admission to candidacy and projecting the remaining steps toward accreditation.

<b>Procedures in Application for Original Accreditation</b> .....	7200
A school that has been admitted to candidacy and is seeking accredited status considers that the program it submits for study is ready to be evaluated in the light of standards established by the accrediting body.	7201
<b>TIME OF APPLICATION FOR ACCREDITATION</b> .....	7210
A school may make application for accreditation during the first term of the second year after admission to candidacy.	7211
<b>APPLICATION FOR STUDY</b> .....	7220
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 and Self-Study Outline supplied by the Council, shall accompany the application.	7221
The application and report of the self-study should reach the Council's office six week in advance of the date established for the meeting of the accrediting body when the application is to be considered.	7222
<b>ROLE OF THE COMMISSION ON ACCREDITATION</b> .....	7230
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.	7231
-- rejection of the application with recommendations for the development needed to meet standards and achieve objectives of professional social work education. The school may show cause why the application for original accreditation should not be rejected, in accordance with the procedure set forth in Section 7A10.	7232
<b>Evaluation Procedures</b> .....	7300
<b>RESPONSIBILITY FOR ARRANGEMENT OF ON-CAMPUS STUDY</b> .....	7310

Arrangements regarding the time and duration of the on-campus study and reimbursement of the costs involved are made in consultation with the school.	7311
PURPOSE OF ON-CAMPUS STUDY .....	7320
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.	7321
SELECTION OF EVALUATION TEAM .....	7330
An evaluation team of not less than three 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:	7331
— 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.	
FUNCTION OF EVALUATION TEAM .....	7340
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.	7341
RELATIONSHIP OF EVALUATION TEAM TO THE COUNCIL .....	7350
The evaluation team is governed in the conduct of the study by general instructions from the Council and the Commission on Accreditation.	7351
RELATIONSHIP OF EVALUATION TEAM TO SCHOOL FACULTY .....	7360
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.	7361

FINANCING OF ON-CAMPUS STUDY .....	7370
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.	7371
<b>Disposition of Application for Accreditation .....</b>	<b>7400</b>
RESPONSIBILITY FOR FINAL ACTION .....	7410
The Commission on Accreditation carries full and final responsibility for the decision on an application for accredited status.	7411
EVALUATION OF DATA .....	7420
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.	7421
Whenever possible, a member of the evaluation team is asked to supplement the written materials with an oral report to the Commission.	7422
ACTION OF COMMISSION ON ACCREDITATION .....	7430
The Commission on Accreditation may:	
Award accredited status .....	7431
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 .....	7432
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 .....	7433
If the decision is to deny accredited status, the Commission outlines the reasons for the action. The school may show cause why the	



application for accredited status should not be denied in accordance with the procedure set forth in Section 7A10.

OFFICIAL NOTIFICATION OF ACTION .....	7440
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.	7441
ACTION FOLLOWING NOTIFICATION OF DECISION .....	7450
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.	7451
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.	7452
EFFECTIVE DATE OF ACCREDITED STATUS .....	7460
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.	7461
The effective retroactive date will be established by the Commission on Accreditation.	7462
<b>Procedures for Mandatory Review of Accredited Schools</b> .....	7500
MANDATORY REVIEW FOLLOWING ACCREDITATION .....	7510
A review is made by the Commission on Accreditation of each newly approved school within a period of three years following accreditation.	7511
PURPOSE OF MANDATORY REVIEW .....	7520
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.	7521
EVALUATION PROCEDURE .....	7530
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, Pro-	7531

gram, 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 .....	7540
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 that 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.	7541
ACTION OF COMMISSION ON ACCREDITATION .....	7550
The Commission may (1) reaffirm accreditation without an on-campus evaluation for a specified number of years not to exceed ten years, or (2) request an on-campus evaluation if a more detailed examination of the program appears to be essential to a decision.	7551
OFFICIAL NOTIFICATION OF ACTION .....	7560
(See Sections 7440-7441)	
<b>Procedures in Application for Periodic Reaffirmation of Accredited Status .....</b>	<b>7600</b>
The report of the school's self-evaluation prepared in accordance with the Accrediting and Self-Study Outline, should reach the Council's office approximately six weeks prior to the date set for the on-campus study.	7601
TIME SCHEDULE FOR PERIODIC EVALUATION .....	7610
An accredited school is revisited and evaluated at intervals not to exceed ten years. The interval is specified by the Commission as part of the official notification of action. The specific date for evaluation is established in consultation with the school two years in advance of the on-campus study.	7611
EVALUATION PROCEDURES .....	7620
Evaluation procedures are those used in the original evaluation process. (See Sections 7300-7371)	7621
<b>Disposition of Application for Reaffirmation of Accredited Status .....</b>	<b>7700</b>
RESPONSIBILITY FOR FINAL ACTION .....	7710

The Commission on Accreditation carries full and final responsibility for the decision on an application for reaffirmation of accredited status.	7711
EVALUATION OF DATA ..... (See Sections 7420-7421)	7720
ACTION OF COMMISSION ON ACCREDITATION .....	7730
The Commission on Accreditation may:	
Reaffirm accredited status .....	7731
The Commission may (1) reaffirm accredited status for a specified number of years not to exceed ten years; (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 .....	7732
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.	
Withdraw accreditation .....	7733
The Commission may initiate procedures for withdrawing accreditation (See Sections 7930-7943).	
OFFICIAL NOTIFICATION OF ACTION .....	7740
(See Sections 7440-7441)	
Procedures in Connection with Branch Programs .....	7800
A school notifies the Commission of its intention to establish a branch program at least one semester prior to initiation of the program and after it has been authorized by the educational institution.	7801
EVALUATION PROCEDURE .....	7810
The accredited status of a school is extended to a branch program for a period of two years at which time there will be an on-campus evaluation of the total program of the school.	7811

ACTION OF COMMISSION ON ACCREDITATION .....	7820
The Commission will take action on the basis of the total program of the school in accordance with Sections 7730-7732.	7821
CHANGE IN STATUS OF A BRANCH PROGRAM .....	7830
A branch program that becomes an independent school (a second school) in the parent university or a school in another university is subject to the procedures for original accreditation (Sections 7200-7462).	7831
<b>Procedures for Withdrawing Accreditation</b> .....	7900
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.	7901
BASIS FOR WITHDRAWAL ACTION .....	7910
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 <i>Manual</i> .	7911
DATA ON WHICH INITIATION OF WITHDRAWAL PROCEDURE IS BASED ..	7920
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 7C22-7C24; (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.	7921
INITIATION OF WITHDRAWAL ACTION .....	7930
If, on the basis of findings of an evaluation as described in the preceding section, the Commission determines that withdrawal proceedings should be initiated, a show-cause notice as provided in Section 7A10, shall be sent to the school.	7931
The school may show cause why the accredited status should not be withdrawn in accordance with the procedure set forth in Section 7A10.	

<b>ACTION OF COMMISSION ON ACCREDITATION</b> .....	<b>7940</b>
With the findings, resulting from the steps set forth in the preceding sections of the <i>Manual</i> , the Commission may take any of the following actions:	
Reaffirm the accreditation of the school. ....	7941
Postpone action specifying a new time period within which corrective action must be taken by the school. ....	7942
Withdraw accreditation from the school and remove the name of the school from the list of accredited schools of social work. ....	7943
<b>OFFICIAL NOTIFICATION OF ACTION</b> .....	<b>7950</b>
(See Sections 7440-7441)	
<b>ACTION SUBJECT TO APPEAL</b> .....	<b>7960</b>
Withdrawal action is subject to appeal by the school at its option under procedures set forth in Sections 7B00-7B71.	
<b>Show Cause Procedures</b> .....	<b>7A00</b>
<b>ADVERSE ACTIONS SUBJECT TO SHOW CAUSE PROCEDURES</b> .....	<b>7A01</b>
The school may show cause in writing why any of the following actions should not be taken by the Commission:	
Rejection of the application for candidacy (Section 7152)	
Rejection of the application for original accreditation (Section 7232)	
The school may show cause in writing or at a hearing why any of the following actions should not be taken by the Commission:	
Denial of accredited status (Section 7433)	
Initiation of withdrawal of accreditation (Section 7931)	
<b>SHOW CAUSE NOTICE</b> .....	<b>7A10</b>
Having taken an adverse action as specified in Section 7A01, the Commission shall send the school written notice including the following:	
a. Description of the action taken and detailed reasons therefor.	
b. Statement that such action is final unless within thirty days after the mailing of the notice the school either shows cause in writing why the adverse action should not be taken or	

files a request for a hearing (in cases where the hearing option is available) to show cause before a committee of the Commission.

c. Statement that the school waives the right to appeal a denial of accreditation or a withdrawal of accreditation if it fails to avail itself of the show cause procedures.

d. A description of the hearing rules and procedures in cases where the school has the option of a hearing.

APPOINTMENT OF SHOW CAUSE COMMITTEE ..... 7A20

A committee of three or more members of the Commission appointed by the Chairman will review the written show cause submission or conduct the show cause hearing. The Chairman of the Commission will appoint one of the members as Chairman of the committee.

SHOW CAUSE HEARING ..... 7A30

The show cause hearing will be held prior to the next regular meeting of the Commission at a mutually agreed upon time and location. The hearing, presided over by the Committee Chairman, shall be conducted as informally as may be reasonable and appropriate under the circumstances. The Chairman shall rule on admissibility of evidence and all other procedural matters. The rules of evidence prevailing in courts of law or equity shall not be controlling. The school and the Commission may be represented by counsel or other representatives and may offer documentary evidence and oral testimony by witnesses, subject to cross examination. If requested by the school prior to the hearing, the team Chairman will be made available for questioning. Committee members may question parties, their counsel or other representatives, and witnesses. A stenographic transcript of the hearing will be prepared, a copy of which will be furnished to the school at its expense upon request.

ACTION OF SHOW CAUSE COMMITTEE ..... 7A40

On the basis of the evidence and testimony received, the committee may take the following action:

— return the case to the Commission on Accreditation for further consideration, if the school has shown cause why adverse action should not be taken; 7A41

— advise the Chairman of the Commission on Accreditation that the school has failed to show cause why adverse action should not be taken. 7A42

COMMISSION ACTION .....	7A50
If the committee determines that the school has failed to show cause why adverse action should not be taken, the Chairman of the Commission notifies the school in writing, attaching a copy of the committee decision and opinion and indicating that the Commission action is now final, subject only to appeal in accordance with Section 7B00.	7A51
If the committee determines that the school has shown cause why adverse action should not be taken, its decision and opinion shall be considered by the Commission at its next meeting. The result of such consideration shall be announced to the school by the Commission Chairman in writing. If the adverse decision stands, the school is advised of its right to appeal.	7A52
EXPENSES FOR A SHOW CAUSE HEARING .....	7A60
The school will be charged with travel and expenses of the hearing committee, the team Chairman or other Commission representatives the school wishes to question, committee counsel and a staff member of the Commission; rental of the hearing room; cost of preparing the hearing transcript.	
Appeal Procedures .....	7B00
The decision of the Commission on Accreditation to deny accredited status or to withdraw accreditation shall be final, subject to appeal to the Board of Directors, provided that the school may not appeal such decision if it has not availed itself of the show cause procedure. Notice of appeal timely filed shall automatically stay the decision until final disposition of the appeal. An adverse decision of the Commission shall not be made public pending final disposition of the appeal.	7B01
TIME OF FILING APPEAL .....	7B10
To exercise its right of appeal the school must file in writing with the Commission a notice of appeal within thirty days after the mailing of the notice of the decision to the school.	7B11
BASIS OF APPEAL .....	7B20
Appeal shall be based on the grounds that the Commission decision was (1) arbitrary, capricious or otherwise not in accordance with the accreditation standards and procedures of the Commission, or (2) not supported by substantial evidence.	7B21
APPOINTMENT OF APPEAL BOARD .....	7B30
Within thirty days after receipt of the notice of appeal, the Presi-	7B31

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

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### 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

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### 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.



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dent of the Council shall appoint an appeal board of not fewer than three qualified persons. The President shall designate one of the appointees as chairman of the Appeal Board.

SCOPE OF APPEAL BY APPEAL BOARD ..... 7B40

The appeal board shall have no jurisdiction over the reasonableness of the accreditation standards and procedures. In deciding the appeal the appeal board shall not consider any evidence that was not in the record of the Commission or the committee which conducted the show cause proceeding at the time of the Commission's final action, provided that the Board may receive and consider any evidence which is relevant and material to the question of staying the Commission's action for a reasonable time to allow for remedial action by the school. 7B41

HEARING OF APPEAL ..... 7B50

The hearing shall be held at a time and place designated by the Chairman of the Appeal Board. Briefs may be submitted by the school and the Commission prior to the hearing. The Chairman shall preside at the hearing and rule on the admissibility of evidence and all other procedural matters. The rules of evidence prevailing in courts of law or equity shall not be controlling. The hearing shall be as informal as may be reasonable and appropriate under the circumstances. Any party may appear by counsel or other representative and may offer oral testimony of witnesses and documentary evidence subject to the limitations set forth in Section 7B41 above. Each party may cross-examine the other party's witnesses. At the request of the school, and at its expense, a stenographic transcript of the hearing shall be made. 7B51

The Chairman of the Appeal Board may promulgate such further rules of procedure for the conduct of the hearing as are not inconsistent with the procedures set forth in Section 7B51. 7B52

EXPENSES OF APPEAL HEARING ..... 7B60

The school shall bear the travel and subsistence expenses of the appeal board, its counsel, the Commission Chairman, and one staff member; rental of the hearing room; and the cost of preparing the hearing transcript if the school elects to have a transcript made. 7B61

POWERS OF APPEAL BOARD ..... 7B70

The Appeal Board shall have the power (1) to affirm the decision of the Commission; (2) to set aside the decision of the Commission and remand the case to the Commission for further consideration; or (3) to stay the decision of the Commission for a reasonable time 7B71

to allow for remedial action by the school before remanding the case to the Commission for further consideration.

Note: [Sections 7B70 and 7B71 will be inoperative until CSWE By-laws are amended; until such time, Sections 7A40-41, page 49RR of the previous edition of this *Manual* remain in effect.]

**Procedures for Receiving and Disposing of Complaints**

**About Accredited Schools ..... 7C00**

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 the National Association of Social Workers or of the Canadian Association of Social Workers, (4) a community welfare council, (5) a national or local social work organization, (6) an alumni association of a school of social work, (7) a student association of a graduate school of social work, or (8) any person, group, or organization that, in the opinion of the Commission, falls in this class of persons, groups, or organizations. **7C01**

**PROCEDURE REQUISITE TO FILING A COMPLAINT ..... 7C10**

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. **7C11**

**CONDITIONS FOR RECEIPT OF COMPLAINT ..... 7C20**

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 7C01. **7C21**

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 educational standards; (4) that the information is factual and reasonably well documented. **7C22**

The complaint shall show evidence that sustained efforts to resolve the problem have been made through appropriate university or local professional resources. **7C23**



The complaint shall include information about other action initiated in relation to the problem.	7C24
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.	7C25
<b>DETERMINATION UPON RECEIPT OF COMPLAINT</b> .....	7C30
A committee of the Commission will consider the complaint and make the following determinations:	
That the conditions set forth under Section 7C20-7C25 above have been met.	7C31
That the complaint falls within the jurisdiction of the Commission.	7C32
If the complaint does not appear to qualify for acceptance under the determinations listed above in Sections 7C30-7C32, the Commission at its next meeting shall evaluate qualifying and disqualifying factors and request further information if it is deemed that clarification or additional information may qualify the complaint.	7C33
If the complaint is not accepted the chairman of the Commission shall so notify the complainant and the school concerned, giving reasons for the action.	7C34
If the complaint qualifies for consideration and action by the Commission, the Chairman of the Commission will notify the complainant and school that the complaint has been accepted for investigation.	7C35
<b>INVESTIGATION OF COMPLAINT</b> .....	7C40
If the complaint qualifies for acceptance an investigation will promptly be initiated by the Secretary to the Commission, under general supervision of and in collaboration with a committee of the Commission appointed by the Chairman of the Commission.	7C41
The committee will decide what particular method of study and investigation is appropriate for a complaint that has been accepted.	7C42
<b>ACTION OF COMMISSION ON ACCREDITATION</b> .....	7C50
With the findings of an investigation before it, the Commission may take any of the following actions:	
Postpone a final action on a 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.	7C51

Notify the school that on the basis of the findings the Commission has determined that the school is failing to meet standards. 7C52

If appropriate, procedures for withdrawal of accredited status will be followed (Section 7900-7943). 7C53

Dismiss the complaint and clear the school. 7C54

## APPENDICES

## APPENDIX I

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### APPENDIX I

#### CURRICULUM POLICY FOR THE MASTER'S DEGREE PROGRAM IN GRADUATE SCHOOLS OF SOCIAL WORK\*

##### Introduction

This document sets forth the official curriculum policy for schools of social work that are accredited by the Commission on Accreditation of the Council on Social Work Education. The Statement governs graduate programs leading to the master's degree and is the basis for formulation of accreditation standards. It does not state curriculum policy for post-master's education in social work or for undergraduate education relevant to social welfare and social work.

The Curriculum Policy Statement deals with the kind of substantive knowledge to be included in the master's program but does not present an organizing theme, suggest sequences, or in any other way direct how that knowledge is to be organized and conveyed. Each school carries full responsibility for the specific organization and arrangement of courses and other learning experiences. Each school is also expected to establish procedures for self-study and continuing evaluation of the effectiveness of its educational program.

The curriculum should be structured in a manner that permits recognition and response to the fact that students enter graduate schools of social work with varied socio-cultural, educational, and work experience. Schools should make explicit efforts to so organize the curriculum that a student's program takes account of any special needs arising either from limitations in previous education or from competencies already established.

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 of that school. A detailed and coherent instructional plan should be developed to attain the stated objectives, including identification of the requisite faculty and other resources, curricular arrangements, and student selection criteria. The standards against which the plan is evaluated are formulated and administered by the Commission on Accreditation of the Council on Social Work Education.

##### Educational Goals

Social work as a profession deals with problems and conditions which limit social functioning through the promotion of social and institutional change and the provision of opportunities which enhance social functioning of individuals, groups, organizations, communities, and nations. Social work has its own identity

\* Approved by Board of Directors, November, 1969.

deriving from knowledge, values, and skill 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 to provide a basis for the students to:

- incorporate the knowledge and values basic to social work as a professional discipline;
- recognize the political, economic, social, and cultural influences on the social services both in his own country and in other countries;
- anticipate human needs in a rapidly changing society and project programs and services to meet those needs;
- understand his own role in society and contribute responsibly to the development of the profession that it may increasingly serve society in the prevention and treatment of problems of personal functioning, social problems, and the enhancement of social well-being;
- utilize scientific and scholarly inquiry in advancing professional knowledge and improving standards of practice;
- attain a level of competence necessary for responsible professional practice and sufficient to serve as a basis for a creative and productive professional career.

Professional competence in social work derives from the acquisition of knowledge, values, and skill learned in the basic curriculum; it is fostered through successful experience in practice and continuing professional development.

A concern for the development of new knowledge and the testing of generally accepted principles, formulations and hypotheses should be evident in the entire curriculum. The student should be encouraged to question constructively all aspects of the body of knowledge which is transmitted in education for social work practice (and the professional knowledge which is inherent in that practice).

#### Social Work Curriculum

The professional curriculum for social work draws broadly and selectively from the humanities, from other professions and scientific disciplines, as well as from the knowledge and experience developed by social work. Application of this content to social work involves ethical as well as scientific commitment. The study and analysis of ethical considerations is an important component of social work education.

The curriculum is developed as a unified whole and achieves its coherence by viewing all courses as presenting knowledge to throw light on several broad components related to human problems and needs: social welfare policy and services, human behavior and the social environment, and social work practice. These terms merely denote areas of substantive knowledge but are not intended to delineate the structure of the curriculum or the categorization of courses. It is expected that schools will provide systematic instruction relevant to the content of these spheres and that each school will develop an appropriate schema for the ordering of its particular courses. The general kinds of substantive knowledge and the major instructional objectives to be pursued within the total curriculum are described below.

CONTENT PERTAINING TO  
SOCIAL WELFARE POLICY AND SERVICES

Opportunity should be provided all students to acquire knowledge of the general policies, conditions, legislative bases, institutions, programs, and broad range of services relevant to social welfare in contemporary society. Similarly, all students should be informed about the characteristics, functions, and contributions of social workers and of the profession in connection with social welfare problems and programs. Further, each student should have an opportunity, consistent with the school's objectives and resources, to concentrate study on a sector of social welfare having particular pertinence to his professional career interests.

The major aims of study pertinent to social welfare policy and services are to prepare professionals to act as informed and competent practitioners in providing services, and as participants or leaders in efforts to achieve desirable change. Instruction should be directed toward developing both analytic skills and substantive knowledge, with a focus on the acquisition of competence required for the development, implementation, and change of social work policies and programs.

Attention should be given to the historical as well as current forces which generate social policies and contribute to social problems. Of particular importance is knowledge and ability to make choices about the social policies that condition authorization, financing, and programming of social welfare services, and development of a broad appreciation of the human values and social norms which shape both policies and services. Students should be provided with a basis for identifying and appraising the programs and agencies characteristically involved in dealing with problems of the individual and society, as well as those which contribute to the enhancement of personal experience and of social opportunity. Study should also be addressed to the changing nature of problem conceptions, to deficiencies in contemporary programs, and to emerging forms of service or expressions of need. Specific foci for study should include agencies' structural and administrative patterns, their service-delivery systems, the populations served by agencies, their linkages with related programs and other organizations, and their social and political environments.

Provision should be made for helping students to acquire an ability for critical analysis of the problems and conditions in society and its major institutions which have warranted or now require the intervention of social work. Study should be given to the characteristics and structures of social work as a profession, with particular attention to the roles its members have served, historically and currently, in the development and implementation of social welfare policies and programs. With respect to the fields of service within which they are practitioners, students should be helped to develop the capacity to raise relevant questions and to read and evaluate research reports bearing upon these questions.

Education in this area should aim at development among students of commitment to the profession's responsibilities to promote social welfare goals and services, to work toward prevention of social problems, and to contribute to positive social change. To be fostered are motivation and competence to participate

effectively in the formulation and implementation of policies, in the improvement of programs, and in the progressive change of service agencies.

#### CONTENT PERTAINING TO HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

The body of content relating to human behavior is designed to contribute to the student's understanding of the individual, group, organizational, institutional, and cultural contexts within which human behavior is expressed and by which it is significantly influenced. This objective is achieved through the retrieval, specification, and extension of those theories and bodies of knowledge derived from the biological, psychological, and social sciences as well as from the humanities which are needed for an understanding of social work values and practice.

Ultimately, all sciences are concerned with and contribute, directly or indirectly, to an understanding of human behavior. There is no generally accepted unified theory of human behavior, nor is there any single theory or formulation of relevant content which is sufficient for all social workers. Rather, there are many theories and systems of knowledge which have been developed for a variety of purposes and within a wide range of perspectives. These theories and perspectives, as well as their interrelationships, should be recognized and reflected as specifically as possible in the curriculum design and modes of instruction.

While it is expected that all social work students achieve a basic understanding of individual and collective dynamics, the particular specification of the content of this component of the curriculum and the design within which it is executed should derive from and be consistent with the educational objectives and program of the individual school, the range and quality of its educational resources, the needs and composition of the student body, and the functions of social work. Opportunities should be provided for the social work student to develop the capacity to identify and master those aspects of this body of content which are relevant to the social work roles for which he seeks competence and to the tasks which he expects to perform.

Equal in importance to the mastery of relevant content for the social work student is the development of the capacity to assess critically the state of this theory and knowledge as it relates to social work practice, the assumptions which have influenced its development and, finally, to begin to develop the skills and capacities which will ultimately permit him to fulfill his obligation to contribute to its development.

#### CONTENT PERTAINING TO SOCIAL WORK PRACTICE

This area of the curriculum is designed to help the student learn and apply the knowledge and principles of social work practice in accordance with the values and ethics of the profession. The components of knowledge and competence to be fostered in this area of the curriculum may be combined differently in several areas of intervention for a variety of purposes and to meet diverse needs.

The development of competence in the practice of social work is a primary

curriculum objective and requires provision of opportunities designed to help each student:

- Understand the relation of knowledge, value, and skill to each other and their utilization in the appraisal of problems or situations for social work intervention and in the provision of professional service.
- Develop the self-awareness and self-discipline requisite for responsible performance as a social worker.
- Recognize and appreciate the similarities and differences in the helping roles of various professionals and other personnel and in the problem-solving processes associated with service to individuals, groups, organizations, and communities.
- Understand the responsibility and functions 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.
- Develop a spirit of inquiry and a commitment throughout his professional career to seek, critically appraise, contribute to, and utilize new knowledge.

Social work practice is conducted through particular professional roles, generally in organizations providing social services. These roles require the practitioner to exercise his knowledge and skill. Preparation for these roles necessitates acquisition of specialized learning and competence. To assure the provision of both basic instruction and specialized study, the graduate curriculum must include one or more concentrations. A concentration presents a distinctive pattern of instruction that organizes experiences appropriate to a specific range of professional roles and functions. Each concentration should be developed so that the student can attain a level of competence necessary for responsible professional practice and sufficient to serve as a basis for continuing professional development.

Schools may identify a variety of modes or dimensions of competence and service as their basis for development of concentrations within the curriculum. Programs of graduate education, in addition to their conservation function, must react to and encourage consideration of new or expanded roles, the changing nature of professional roles, and the conditions bearing upon practice. The pattern of concentrations within the curriculum is intended to organize instruction in preparation for competent practice, not to define or govern the nature of professional roles.

Responsibility rests with each school for definition and development of its concentration(s) for instruction in social work practice. In view of the profession's scope, no single concentration, and probably no school's composite of concentrations, should be conceived as providing instruction sufficient for the full range of social work roles. But no concentration should be so narrowly conceived that it focuses primarily on specific competencies, specific positions, or on career lines within particular service organizations.

For each concentration it offers the school is expected to formulate explicitly the following:

1. Aims and rationale of the concentration including its relevance to social work.



2. Identification of existing or emerging professional roles suitable for and available to those who complete the concentration.
3. Specific educational objectives including the professional knowledge and competence to be fostered.
4. The specific arrangement of educational experience, including courses and practice skill components.
5. Relation of each concentration to the total curriculum and to its several components including other concentrations.

It is anticipated that there will be diversity among schools in the kinds and number of concentrations offered, as well as in their designations, and in the instructional activities and learning experiences provided. Each school is expected to formulate, develop, and justify its concentration(s) oriented to the responsibilities of the profession and commensurate with the school's resources and capabilities.

#### LEARNING EXPERIENCES

Curriculum objectives define what the student is expected to learn. Learning experiences, such as those provided through classroom courses, the practicum, laboratory experience, 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.

The social work practicum is an essential component of professional education for social work. Its patterns may vary but an essential element of the practicum must include learning experiences that provide for students' direct engagement in service activities. Advances in educational methods may encourage use of a variety of practicum designs, even within the same school.

The practicum is intended to enhance student learning within all areas of the curriculum. There are several major objectives of the practicum. It should provide all students with opportunities for development, integration, and reinforcement of competence through performance in actual service situations. It should permit students to acquire and test skills relevant to emerging conditions of social work practice. The practicum should also foster for all students the integration and reinforcement of knowledge, value, and skill learning acquired in the field and through particular courses and concentrations. In the practicum the student should have an opportunity to delineate and comprehend questions for research which arise in the course of practice.

These objectives may be appropriately attained through diverse practicum designs and through various instructional formats. All arrangements should, however, be derived from clearly stated educational purposes, they should be articulated with other components of the curriculum, and they should be commensurate with the resources available to the school. Subject to these general principles, each school shall have freedom to determine the particular nature of its practicum, including the degree of variation for groups of students and the timing, level, and character of instructional experience to be provided through the practicum.

## APPENDIX II

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### APPENDIX II

#### CRITERIA FOR LEARNING EXPERIENCES PROVIDED THROUGH THE PRACTICUM

Each school of social work establishes its own criteria for learning experiences to be provided through the practicum in accordance with the standards set forth in the Curriculum Policy Statement Section on learning experiences. The following statement has been developed as an elaboration of these standards:

1. The learning experience should entail a programmatic commitment to service compatible with the values and ethics of the social work profession.
2. There should be clarity and specificity about the educational objectives to be achieved through the practicum, the program of the setting in which it occurs, and the methods to be pursued in implementing the objectives.
3. The volume and flow of the school's program should be such as to offer students a fairly wide range of learning opportunities commensurate with the school's objectives for the practicum.
4. The availability of qualified field instruction is essential. Field teachers may be chosen from the staff of the setting or may be employed by the school.

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

When the field teacher is not a social worker, the school has the obligation to insure that basic planning and evaluation of the practicum experience and the organization of the teaching contribution of non-social workers are carried out by a social work teacher through (additional) specific staff or faculty arrangements.

5. When learning experiences are associated with an agency in a field of service in which there are standard setting bodies, the agency should qualify for membership.

When the practicum is located in organizations in other fields, sufficient structure must be demonstrated to provide for the necessary learning experience, acceptable field instruction, and proper assumption of responsibility by administration, staff, sponsor or constituency.

6. The policy-setting body, administration, and staff should have respect for professional education and an acceptance of the objectives and the educational focus of the practicum program. 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.

7. The organization of the practicum setting must be such that its basic program can be maintained and developed without reliance on students. However, an exception may be made when it is necessary to create a setting in which students, on a planned and time-limited basis, provide basic services not currently offered by an established social agency.
8. The setting should accept the guiding principle that any agency or setting selected for field instruction should be explored to provide educationally sound practicum placements for first and/or second year students.
9. The agency or setting 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.
10. The agency or setting should make available suitable desk space, telephones, dictating facilities, supplies, transportation costs, clerical service, and interviewing facilities. This provision may be waived under exceptional circumstances if the educational benefits resulting from a practicum experience in a particular agency or setting could not be realized otherwise.

## APPENDIX III

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### 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