



COUNCIL ON SOCIAL WORK EDUCATION

Draft 2 PDP Standards | Feedback Summary

Practice Doctorate Program Writing Committee
December 2024



PDP Feedback Survey

- October– November 2024

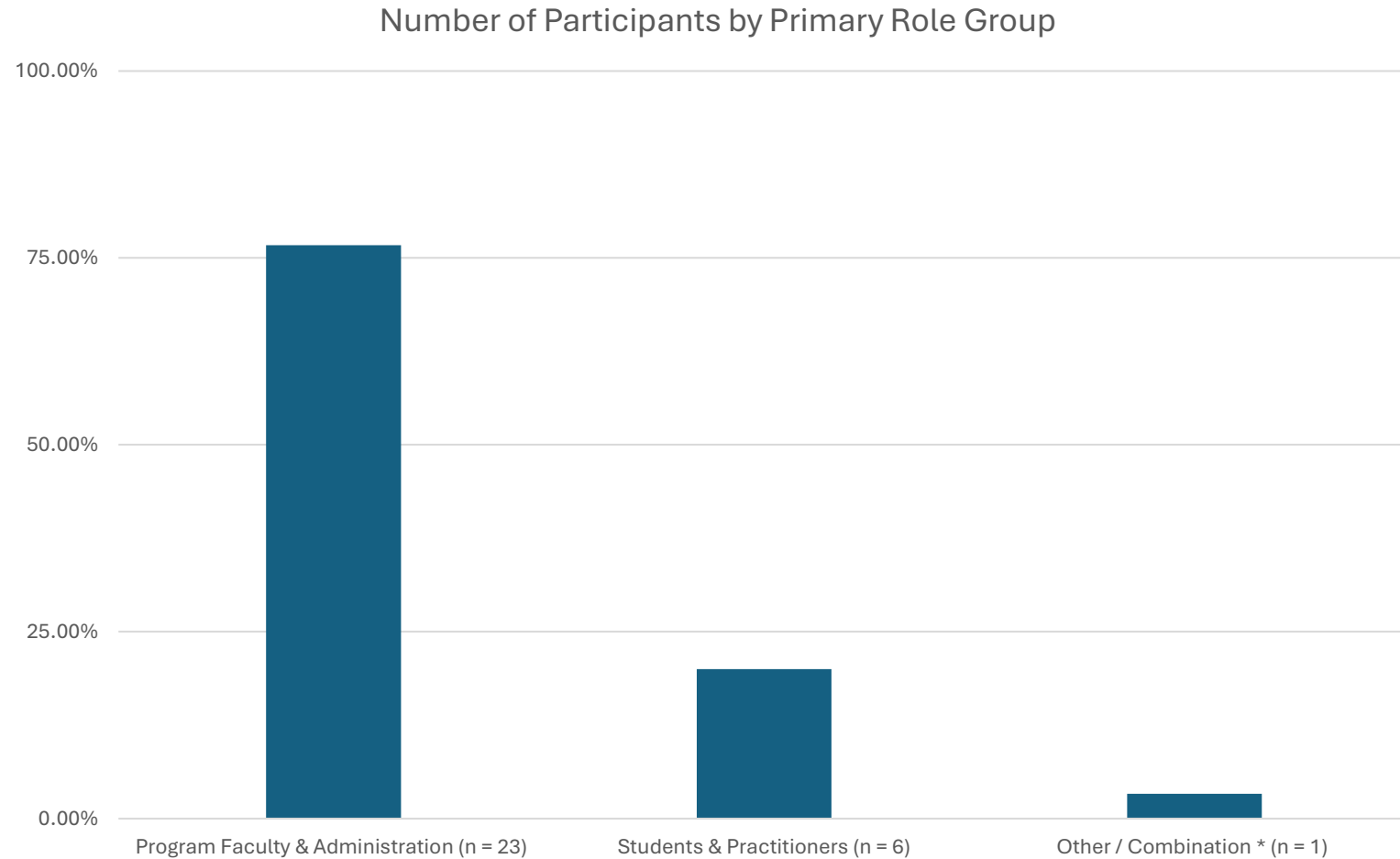
The comments’ primary role was broken into 3 groups:

Primary Role Group	Primary Role	n
Program Faculty & Administration (n = 23)	Faculty	4
	Program Director	16
	Chair	1
	Dean	2
Students & Practitioners (n = 6)	Student	5
	Social Work Practitioner	1
Other / Combination * (n = 1)	Student and Social Work Practitioner	1

*Note: For this category, participants chose to identify as “other” instead of one of the primary roles listed above.



Survey comments



Review of Quantitative Results

- View report the full report [here](#).
- Chi Square Analysis:
 - Because of the small sample size and disproportionate group sizes, statistical tests were *not* performed to identify statistical differences in feedback by primary role group.
- Draft 1 and Draft 2 comparisons
 - From Draft 1 to Draft 2, the percent of agreement increased, *and* the percent of disagreement decreased *for every standard*.
 - The amount of change from Draft 1 to Draft 2 was not calculated for each standard because the discrepancy in sample size was so great that direct comparisons at the standard level would not accurately reflect real change.



Percent of Agreement for PDP Standards from Draft 1 and Draft 2

	Draft 1 Percent Agree (n)	Draft 2 Percent Agree (n)	Draft 1 Percent Disagree (n)	Draft 2 Percent Disagree (n)
Introduction (n=120; n=20)	33% (39)	85% (17)	39% (47)	10% (2)
Definition (n=120; n=19)	29% (35)	79% (15)	68% (81)	11% (2)
Scope (n=118; n=19)	30% (35)	84% (16)	65% (77)	5% (1)
Core Skills (n=119; n=19)	34% (41)	72% (13)	59% (70)	11% (2)

	Draft 1 Percent Agree (n)	Draft 2 Percent Agree (n)	Draft 1 Percent Disagree (n)	Draft 2 Percent Disagree (n)
Standard 1 (n=112; n=20)	32% (36)	60% (12)	58% (65)	15% (3)
AS 1.0.1 (n=112; n=20)	29% (33)	70% (14)	62% (69)	10% (2)
AS 1.0.2 (n=112; n=20)	31% (35)	60% (12)	56% (63)	15% (3)

	Draft 1 Percent Agree (n)	Draft 2 Percent Agree (n)	Draft 1 Percent Disagree (n)	Draft 2 Percent Disagree (n)
Standard 2 (n=111; n=22)	41% (46)	59% (13)	43% (48)	23% (5)
AS 2.0.1 (n=111; n=21)	41% (45)	67% (14)	45% (50)	14% (3)
AS 2.0.2 (n=112; n=21)	39% (44)	67% (14)	46% (51)	14% (3)



Percent of Agreement for PDP Standards from Draft 1 and Draft 2

	Draft 1 Percent Agree (n)	Draft 2 Percent Agree (n)	Draft 1 Percent Disagree (n)	Draft 2 Percent Disagree (n)
Standard 4 (n=105; n=23)	66% (69)	78% (18)	21% (22)	9% (2)
AS 4.1.1 (n=108; n=23)	38% (41)	65% (14)	55% (59)	22% (5)
AS 4.1.2 (n=109; n=23)	28% (31)	83% (19)	71% (77)	9% (2)
AS 4.1.3 (n=109; n=23)	32% (35)	83% (19)	60% (65)	9% (2)
AS 4.1.4 (n=108; n=23)	66% (71)	87% (20)	29% (31)	0%
AS 4.1.5 (n=108; n=21)	42% (45)	90% (19)	15% (16)	5% (1)
AS 4.1.6 (n=108; n=21)	42% (45)	90% (19)	15% (16)	5% (1)
AS 4.1.7 (n=108; n=21)	41% (44)	76% (16)	16% (17)	19% (4)
AS 4.2.1 (n=104; n=21)	28% (29)	76% (16)	65% (68)	14% (3)
AS 4.2.2 (n=104; n=21)	34% (35)	57% (12)	58% (60)	29% (6)
AS 4.3.1 (n=101; n=22)	33% (33)	95% (22)	53% (54)	0%
AS 4.3.2 (n=103; n=22)	34% (35)	91% (20)	54% (56)	0%
AS 4.3.3 (n=103; n=22)	32% (33)	86% (18)	56% (58)	5% (1)
AS 4.3.4(a) (n=103; n=22)	37% (38)	68% (15)	53% (55)	14% (3)
AS 4.3.4(b) (n=104; n=22)	26% (27)	64% (14)	63% (65)	23% (5)
AS 4.3.4(c) (n=104; n=22)	30% (31)	77% (17)	62% (64)	9% (2)
AS 4.4.1 (n=99; n=20)	37% (38)	90% (18)	53% (55)	0% (0)
AS 4.4.2 (n=101; n=20)	26% (27)	90% (18)	63% (65)	0% (0)
AS 4.4.3 (n=101; n=20)	30% (31)	90% (18)	62% (64)	0% (0)
AS 4.4.4 (n=101; n=20)	47% (47)	90% (18)	44% (44)	0% (0)
AS 4.4.5 (n=100; n=20)	47% (47)	90% (18)	44% (44)	0% (0)



Percent of Agreement for PDP Standards from Draft 1 and Draft 2

	Draft 1 Percent Agree (n)	Draft 2 Percent Agree (n)	Draft 1 Percent Disagree (n)	Draft 2 Percent Disagree (n)
Standard 5 (n=97; n=18)	37% (38)	94% (17)	53% (55)	6% (1)
AS 5.0.1(a) (n=99; n=17)	26% (27)	88% (15)	63% (65)	6% (1)
AS 5.0.1(b) (n=98; n=18)	27% (26)	89% (16)	60% (59)	6% (1)
AS 5.0.1(c) (n=99; n=18)	25% (25)	89% (16)	60% (59)	6% (1)
AS 5.0.1(d) (n=98; n=18)	29% (28)	89% (16)	58% (57)	6% (1)
AS 5.0.2 (a) (n=99; n=20)	37% (38)	70% (14)	53% (55)	15% (3)
AS 5.0.2(b) (n=100; n=20)	26% (27)	70% (14)	63% (65)	15% (3)
AS 5.0.3 (n=101; n=19)	80% (78)	84% (16)	8% (8)	5% (1)
AS 5.0.4(a) (n=101; n=19)	79% (80)	84% (16)	11% (11)	5% (1)
AS 5.0.4(b) (n=103; n=19)	81% (83)	84% (16)	11% (11)	5% (1)



Notes on Qualitative Feedback and Analysis

Disclaimer about qualitative responses:

- Feedback did not always align with standard section.
- For integrity of the data, relevant responses were moved/included in the aligned section.
- **Primary themes across areas:**
 - a) Program & Institution Mission Alignment
 - b) Political Landscape, Legal Concerns, & ADEI Requirements
 - c) Define Doctoral Curricular & Academic Product Rigor
 - d) Define or Remove Professional Practice Community
 - e) Minimum Practice Experience for Admissions (2 vs. 3 Years)
 - f) Numerical & Sufficient Faculty-to-Student Ratio
 - g) Faculty & Program Director Qualifications/Credentials



Feedback on Introduction, Definition, and Core Expertise & Skills

Theme 1: Elevating Core Expertise & Skills Language

N=3 comments

- **"Expertise and skills" is an MSW level construct** that doesn't reflect the qualitative difference between a skills focus and a practitioner-scholar framework. The phrasing "beyond the MSW degree," still is referencing the MSW as the standard.”
- **“Core expertise and skills isn't a helpful** replacement for competencies as already indicated.”
- **“I am not a fan of the core expertise and skills** section. I understand the rationale, but instead of a double-barreled you've **removed choice with and/or. I prefer the previous 5** with " advance practice through innovative approaches and/or use and critically evaluate research and knowledge". The first three revised core expertise and skills seems unnecessary.”



Feedback on Introduction, Definition, and Core Expertise & Skills

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=2 comments

- “The language should be **scholar-practitioner** since that’s what most programs use. The scholarship is a high priority and is emphasized over practitioner.”
- “I think that somewhere within this portion of the Standards it should use the language of an **advanced practice social worker**. Perhaps when it references micro, mezzo, or macro. The skills gained over the course of this degree should result in the social worker having advanced skills that make the practitioner more capable of tackling complex problems using research and literature.”



Feedback on Program Mission (standard 1)

Theme 1: Requiring Program Mission Alignment with Institutional Mission

N=6 comments

- **“A program's mission should exist in relationship with the university's mission.** Even if there are points of conflict, this is something that CSWE should know as it impacts the faculty and learning environment. Understanding the relationship between the program and the broader educational system is important. Missing this part is ignoring that program-in-environment which is key to social work thinking.”
- **“Program mission should be aligned with institutional mission”**
- **Repeated (4 times):** “There needs to be **consistency between the institutional and program missions** to ensure a strong relationship between the program and the institution. What is the rationale for removing this in draft 2 when compared with the pilot standards? All aspects of a DSW program need to line up with the institution and other social work programs in the educational unit. This ensures that a DSW program is not an afterthought or add-on to the institution. Creating and connecting the mission strengthens the case for deliberately and thoughtfully crafting a DSW program.”



Feedback on Program Mission (Standard 1)

Theme 2: Requiring Program Goals

N=3 comments

- **Repeated (3 times):** “Additionally, the requirement that DSW program goals be provided for accreditation purposes should be reinstated. Programmatic goals are an essential part of program development and management. These should be highly visible to students and potential students.”



Feedback on ADEI (Standard 2)

Theme 1: Concerns about Political Landscape & ADEI Requirements

N=4 comments

- “Please consider that several states already have, or soon will, pass **legislation banning anti-racism diversity, equity, and inclusion** being taught in the implicit or explicit curricula.”
- “Concern about **upcoming political landscape** and the impact on programs”
- **Repeated (2 times):**
 - “While I certainly support the inclusion ADEI in both the Implicit and explicit curriculum, this could be **problematic for certain programs given the incoming administration** and stance against diversity, equity, and inclusion. Suggest language be reconsidered.”



Feedback on ADEI (Standard 2)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=5 comments

- “**Remove the inclusion of ADEI and replace with justice.** ADEI is become divisive, unhelpful, and does not necessarily promote.”
- “Program **should align with ADEI** regardless of state and university policies. If they can not, then they can not provide students with a social work education.”
- “I think making sure the **comma is there between anti-racism and diversity** is important so that those things can have separate measures during evaluation. It is NOT present on all published versions of draft 2.”
- “There is nothing about **addressing colonialism** on a micro or macro level in policy or practice.”
- “This is clearly **copied and pasted from the 2022 EPAS** that guides masters and bachelors programs. That is **not appropriate for a doctoral program.** There should be emphasis on developing leaders and scholars that will further define, operationalize, and advance ADEI. These are not masters students that simply learn and practice. They are doctoral students who should critically analyze, confront, and lead in this area. Any recent MSW graduate will look at these standards and think “i already did this in my masters program”. These standards should make clear the advanced level and focus of this degree or risk making the degree meaningless.”



Feedback on Explicit Curriculum (Standard 3)

Theme 1: Define Doctoral Curricular & Academic Product Rigor

N=6 comments

- “Curriculum should include **appropriate rigor** to ensure preparedness for clinical practice.”
- “There is **no description of doctoral level rigor** and that is highly variable my intuition and context.”
- “The concept of **advanced practice is ill defined**. It is clear that it is more than MSW practice, but no further work has gone into saying what it is. This should be remedied.”
- **Repeated (3 times):** “Curriculum must ensure that students have opportunities to advance practice.” **This standard is loosely defined and unintentionally may result in students’ producing products that do not embrace the rigor of doctoral education.** There is **no mention of research projects**. We want to encourage research and/or innovative translation of research into practice. This is a hallmark of doctoral education. The products/projects should be more fully tied to research and include some type of data collection/data analysis. This does not need to be a dissertation, but the project does need to be innovative and advance practice to signal the quality of the degree. Literature reviews and developing an agency manual would be examples of projects that could be completed at the MSW level. We **need to more clearly differentiate DSW products/projects from master’s level education.**”



Feedback on Explicit Curriculum (Standard 3)

Theme 2: Define or Remove Professional Practice Community

N=5 comments

- “Similarly, **what the practice community is for DSWs is unclear**. Is it their local communities? Practice among other DSWs? The bounds and norms here should be better defined.”
- “**Explicit curriculum should NOT be required to be informed by the professional practice community**. The DSW practice community is very different from a MSW program. Students are not required to take field during the DSW program. Input on the program should come from students, as they are practitioners and are stakeholders.”
- **Repeated (3 times):** “Regarding the following addition (D3.0.1): **“Explicit curriculum must be informed by the professional practice community.” Remove. This does not apply to a DSW.** Most students are not local but, instead, are regional or national. The practice community is much different for DSW students than MSW students. It is difficult to provide a uniform standard as students are not in field/practicum. **The students themselves form the practice community for this degree** and should have multiple input opportunities for quality improvement along the way, as well as giving feedback when they exit the program. Having an educational system that is responsive to student feedback is particularly important as we are trying to train them to think about system changes needed in their communities.”



Feedback on Explicit Curriculum (Standard 3)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=# of comments

- “Describing **an area of focus sounds too similar to MSW concentrations**. In our program every student has their own individualized area of focus. They are preparing to become experts in a specific practice area. What would that mean for accreditation? I guess our only “area of focus” is social innovation. We guide all students to lean to be social innovators to address the Grand Challenges for social work.”
- “In order to allow for flexibility and diversity amongst programs, I support standards as are. Please **do not try to get more specific about research** (e.g., collecting original data vs. literature reviews, applied projects). This will unnecessarily limit and constrain programs. Remember, this is a practice-doctorate, not a PhD. **Let's not try to fit it into the PhD mold!**”



Feedback on Admissions (Standard 4.1)

Theme 1: Minimum Practice Experience for Admissions (2 vs. 3 Years)

N=10 comments

- “**2-years post-MSW is really ok!!** we do not see the need to increase this number.”
- “The minimum **two year requirement is fine as long as individual programs can require more that that if they wish.**”
- “**Strongly agree with the change to 2 years** of post MSW practice as that is similar to independent licensure requirements in most states in the US.”
- “Minimum requirement for admission should be **3-years post-MSW experience** since a scholar should be a level above (with more experience) than a practitioner who can simply teach practice.”
- “DSW applicants should have **at least three years** post-master's. This is practice doctorate!”
- “4.1.2 -- the change from the pilot standards of three years to the two years in Draft 1 was random and unsubstantiated by relevant data. It is also aligned with the number of years needed to obtain licensing in the community, which is relevant for the MSW-level of education but not the doctoral level of education. Since the standard was not changed in Draft 2 from the change created in Draft 1, it remains unsubstantiated. There is a qualitative difference in the preparedness a student brings to doctoral-level study when they have move three years beyond their MSW-level studies. **Three years provides a greater level of maturity and readiness for doctoral level of study.**”
- “**Strongly prefer the 3 year minimum** instead of the 2 year minimum.”
- **Repeated (3 times):** “AS D4.1.2: Please **reinstate the three-year requirement** as the minimum years for post-MSW experience. Students are not prepared to obtain a doctorate after two years. Having a higher minimum standard will signal that there is no expectation that students will apply for doctoral degrees early in their careers and avoid having students who are ill-prepared pursue the degree.”



Feedback on Admissions (Standard 4.1)

Theme 2: Legal Concerns Regarding ADEI in Admissions

N=4 comments

- “Keep in mind that many institutions may face **legal barriers** to giving special attention and preference to diverse candidates. **Suggest striking "particular attention to underrepresented as well as historically and currently oppressed groups."**
- **Repeated (3 times):** “AS D4.1.1: While I understand purpose and intent, please remove questions about ADEI from applications. Most schools cannot now ask about ADEI in admissions given the **current political context**. This will likely become increasingly difficult...the **Supreme Court** has now struck down these as admissions criteria. Most schools cannot now ask about ADEI in admissions given this current political context.”



Feedback on Advising, Mentorship, Retention, Termination, and Student Participation (Standard 4.1)

Theme 1: Reinstate Student Participation in “Governance” Language

N=2 comments

- **Repeated (2 times):** “Maintain language from the pilot in the draft 2 standards regarding **governance**. This is more reflective of a doctoral experience as well the rigor of the degree. It can also enhance critical thinking.”



Feedback on Advising, Mentorship, Retention, Termination, and Student Participation (Standard 4.1)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=3 comments

- “A major retention and Justice issue for these students involves **costs and financing education**. DSW programs tend to have a completely different financing model than PhD programs and are more similar to MSW programs with sometimes fewer financial Supports because this is not a direct practice degree. There should be language in the standard that programs or their institution will be **expected to provide advisement on costs, financing, and value relative to costs**. This is an increasing area of scrutiny for many regional accrediting bodies. As a Justice oriented profession we should be concerned about the potential financial exploitation of our students and seem to prevent that. Many DSW students are students of color. This is what it means to actually be anti-racist. Ensure we are not oppressing students from marginalized backgrounds as they pursue higher education.”
- “New **standard D4.1.7 is much better** than Draft 1!”
- “**ADEI is going to be a problem for some universities.**”



Feedback on Faculty (Standard 4.2)

Theme 1: Numerical & Sufficient Faculty-to-Student Ratio

N=8 comments

- “**Keep as is; please do not include a faculty/student ratio.** There are other (more effective) methods to control for program quality than arbitrarily capping cohort sizes.”
- “**More specifics are needed for a faculty/student ratio.** If a program is heavy in mentorship, especially for a program that serves more students needing support for various reasons (first-generation, marginalized populations, etc.), we need documentation for our universities to provide more faculty for student success. Some student populations need more specific support from faculty mentors and educational systems than others. Our standards should support this if we want to provide a more inclusive and equitable educational system.”
- “There also is **no explicit guidance on faculty ratio** that might restrain an institution from enrolling hundreds of DSW students staffed primarily by adjunct instructors and paid curriculum contractors. There must be **guardrails** put in place to prevent the exploitation of DSW students by universities that see this degree as a money maker. If MSW program acknowledge a 12:1 ratio DSW programs should have a 9:1 faculty ratio especially when it comes to advisement and mentorship. There also needs to be more clear language about how the nature of the **final products** must be **aligned with the advisement and mentorship model.**”
- “Please **include a faculty student ratio.** These are important for programs in acquiring sufficient teaching resources. Administrators abide by accreditation set guidelines for student teacher ratios, without them, we will be pressured to accept more students than we can adequately mentor and teach. DSW programs are seen as a profitable program, and there are already pressures to accept large cohorts.”



Feedback on Faculty (Standard 4.2)

- “There should also be **explicit ratio guidance** to prevent give programs that lack robust supports. If MSW programs have 12:1 ratio DSW programs should have 9:1 ratio.”
- “need to specify that **program must justify the size of program (faculty:student ratio)**”
- “The DSW program landscape is currently problematic. There are a few institutions taking in up to 200 students an academic year and are delivering a “canned” program. This is detrimental to the profession. High touch mentorship is integral to the process and cannot be maintained when programs are **overenrolling** and mainly using the degree for their financial gain.”
- **Repeated (2 times):** “DSW education uses a cohort model. Doctoral programs are **meant to be smaller than MSW and BSW programs** because students need more mentoring and support as they assume leadership roles and contribute to the advancement of practice. Consider instituting a ratio of faculty to students. Or, alternatively, more clearly specify the need for **demonstration of sufficiency in the ratio between faculty and students** at the doctoral level. Students should have individual mentors and faculty tracking their development as they progress through the program.”



Feedback on Faculty (Standard 4.2)

Theme 2: Social Work Degree & Practice Experience Qualifications/Credentials

N=3 comments

- “Faculty should be expected to have **expertise in doing practice based scholarship**. Essentially, DSW programs should not be solely run and taught by individuals with PhDs who likely have a different value and orientation towards doctoral education. There should be **some intentional inclusion of faculty with extensive practice experience** and are **current scholars-practitioners**.”
- “I think that there should be **some faculty required in each year to also have a DSW**. I do not think that the faculty should only consist of PHD prepared social workers. There should be a mix.”
- “My **concern with the social work degree only** requirements is that macro focused programs **won't be able to bring in qualified folks with an relevant degrees**.”



Feedback on Faculty (Standard 4.2)

Theme 3: Minimum Practice Experience for Faculty (e.g., 5 Years)

N=3 comments

- “Faculty teaching in a DSW program should have **5 or more years of experience** in the content area.”
- “Those who teach the DSW program should have **at least 5 years of post-MSW experience** in order to be considered a Practitioner-Scholar with two years there’s no differentiation between simply being able to teach practice rather than being a practice scholar.”
- “Again, **2 years post-MSW is very problematic**. This level of experience is not adequate for a doctoral level program. This is coming from MSW standards which also is problematic because it implies that DSW accreditation standards are based on MSW concerns.”



Feedback on Faculty (Standard 4.2)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=1 comment

- “the loads vary greatly and are not equitable across schools (research vs teaching institutions) and DSW programs, so it would be advisable to have some flexibility around "principal assignment“”

Feedback on Administrative and Governance Structure (Standard 4.3)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=1 comment

- “Consider how DEI policy specifications may be **insurmountable to many programs based on state laws.**”

Feedback on Program Director (Standard 4.3)

Theme 1: Program Director Degree Requirements

N=8 comments

- “Again, I think that this is a space where it may make sense for that **Social Work Doctorate to be a DSW.**”
- “It is **critical for DSW programs to be directed by DSWs.** We wouldn't allow someone to run a PhD program who didn't have a PhD, or an MSW Director without an MSW. I cannot overemphasize how disheartening and problematic it is that, given the rising number of excellence DSW graduates there are, institutions are still entrusting a DSW program to someone without a DSW education. DSWs are uniquely equipped to guide students in translating research into actionable strategies for real-world challenges, ensuring the program remains practitioner-focused and grounded in the field's current needs (not a wanna-be PhD).”
- “The degree level should be **doctoral degree in social work, preferred.** Having this requirement excludes legacy program directors who do not hold this credential and this will have negative career implications. A **waiver process** should be established if preferred is removed. Why would this be required but not for the faculty then?”
- “To require a doctoral degree in Social Work for the director is **not reasonable since many social work educators have their doctoral degree in related fields.** We will simply not apply for accreditation since accreditation for a doctoral degree is optional and has no meaning for licensure.”
- “I understand a **preference for a social work doctoral degree,** but there are still many experienced social work educators who have degrees in something other than social work. Stating a preference for social work and not a requirement will allow programs some flexibility and might result in more experienced faculty in this role, as they sought doctoral degrees when DSWs and PhDs in social work were scarce.”
- “Please retain pilot language and give programs **flexibility to hire a PD with a doctoral degree** and allow them to specify and rationalize why this is a good fit for their program, and how the program is including the expertise of faculty with DSW degrees if the PD does not have one.”
- **Repeated (2 times):** “Retain pilot language that program director has a **doctoral degree, preferably in social work.** Given the breadth and scope of programs, there should be flexibility in hiring a director that fits with the focus of the program. A strong social work background at the master's level could be sufficient. The rationale for the fit would need to be made during accreditation or re-affirmation.”



Feedback on Program Director (Standard 4.3)

Theme 1: Program Director Practice Experience Requirements

N=4 comments

- “The DSW program director should have **at least 5 years of post-MSW experience** to demonstrate the level of expertise necessary to be a practitioner-SCHOLAR. With only two years there’s no differentiation between simply being able to teach practice rather than being a SCHOLAR of practice.”
- “Program Director should have **significant experience (5 or more years)** in the field.”
- “There should be some **standards for scholarly experience** similar to the expectation for practice experience. This is a scholar practitioner degree so the director should be expected to have experience in both areas. Someone coming right out of a doctoral program themselves should not be able to direct this kind of program. **Consider adding 2 years post doctoral degree scholarly experience as a requirement.**”
- “Additionally, I strongly **advise against implementing any requirements around post-DSW practice experience for DSW Director**. If our programs are high quality, our DSW graduates are ready to take on advanced leadership roles. Additionally, many DSW students already have significant practice experience, teaching experience, and scholarly works prior to graduating.”



Feedback on Program Director (Standard 4.3)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=2 comments

- “**College administrators interpret customary as optional** and are not removing the release time for this responsibility.”
- “The loads vary greatly and are not equitable across schools (research vs teaching institutions) and DSW programs, so it would be advisable to have some **flexibility around "principal assignment"** Some programs are part time, i.e. 2 courses per semester but faculty loads are 4-4.”



Feedback on Resources (Standard 4.4)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

None

Feedback on Core Expertise & Skills Assessment (Standard 5)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=2 comments

- “Only need **one instrument**”
- “Generally, it's good idea to have measurable outcomes, but the way everything has to be **pigeonholed with the forms**, this detail in here and that one in there, is reductionistic and bureaucratic. The multiple forms to capture all this detail make it a very arduous process to prove the outcomes.”



Feedback on ADEI Assessment (Standard 5)

Theme 1: Concerns about Political Landscape & ADEI Requirements

N=4 comments

- “ADEI language can create **legal and practical challenges** for programs operating in **states with laws restricting such mandates**. Programs in these states may face compliance conflicts, risking their ability to operate or receive funding. This could lead to exclusion of institutions from accreditation, thereby limiting access to high-quality social work education in certain regions. Avoiding specific ADEI mandates in accreditation allows programs to adapt their approaches to promote social work values in legally permissible ways.”
- “Concerns with **upcoming political climate** and impact on higher ed programs”
- **Repeated (2 times):** “See AS2 comments regarding concerns pertaining to **ADEI language.**” *Reference language:* “While I certainly support the inclusion ADEI in both the Implicit and explicit curriculum, this could be problematic for certain programs given the incoming administration and stance against diversity, equity, and inclusion. Suggest language be reconsidered.”



Feedback on Program Outcomes (Standard 5)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

N=2 comments

- “I agree with the **removal of graduation and employment**”
- “I think that it is reasonable for there to be a **requirement to collect 50% or more of program graduates employment data**. Why that would not occur does not make sense.”



Feedback on Student Feedback (Standard 5)

No themes identified; no comments with an (N) greater than 1.

Comments for Consideration:

None



General Feedback

Comments for Consideration:

Differentiating Practice Doctorate from MSW

- “The accreditation process should not be shaped by what is done with MSW programs. The DSW program should be qualitatively different not an outgrowth of MSW.”

ADEI

- “The **ADEI piece is concerning for those of us that live in states that have legislation** around this. We have to be creative, and must be careful. If accreditors are not careful, states could decided that accreditation is simply not needed since licensure is based on the M.S.W. and not the practice doctorate.”
- “Please also be mindful of striking all ADEI language that will be highly problematic for many programs to legally operationalize.”

Admissions

- “Students who apply to the DSW program should **have 5, (at minimum, 3 years) of post-MSW experience**. Less than 3-5 years (I can go as low as 3 though I would prefer 5) does not rise to the level of expertise attached to the identification of practitioner-SCHOLAR”



General Feedback

Comments for Consideration:

Program Director Qualifications & Assigned Time

- “All **DSW programs need to have a director with a DSW**. DSWs are uniquely equipped to understand the challenges practitioners face and to model the translation of research into real-world solutions. While PhDs excel in theoretical research and academic scholarship, **DSWs embody the scholar-practitioner model**, ensuring the program remains focused on equipping students with practical tools to effect immediate and meaningful change in their communities and organizations. Having a DSW at the helm underscores the program’s commitment to applied expertise, professional leadership, and the specific needs of advanced social work practitioners. It is hypocritical for those espousing support of the value of a DSW degree to not prioritize hiring DSWs to administer the program. Allowing PhDs to overstep in this area perpetuates systemic inequalities and the marginalization of the DSW. **Perhaps there can be a "grandfathering in" period**, with new DSW Director appointments requiring a DSW degree in the future.
- “The only piece that is **strongly opposed is the requirement for the director to have a doctorate in social work** as opposed to a related field. There should be a **grandfathering piece** to this or related doctorates should be considered. Many social work educators have related doctorates as opposed to as doctorate in social work.”
- “The **customary is problematic in assigning leadership to program directors**. It should not be subjective. Leadership is the most critical part of the survival of a program.”



General Feedback

Comments for Consideration:

- **Provided Letter:** “**Thank you for the opportunity to provide feedback** on the updated practice standards and contribute to the evolving landscape of social work education and practice. **I appreciate the thoughtful revisions** made to align the standards with contemporary needs in our field. As a licensed professional social worker, I believe these updates reflect the profession’s commitment to equity, ethics, and evidence-based practices. Support for the Updates I wholeheartedly agree with the updates to the practice standards, particularly those regarding an emphasis on leadership, cultural competency, and interdisciplinary collaboration. These changes are vital to addressing the complex and dynamic challenges faced by social workers in various practice settings today. The development of DSW practice standards represents an exciting opportunity to elevate the social work profession and enhance its impact on individuals, families, and communities. I am confident that these standards, coupled with the profession’s core values, will ensure that DSW practitioners are well-positioned to lead, innovate, and inspire. Thank you for considering my feedback. I am happy to elaborate on any of these points and look forward to **continued engagement** with NASW and CSWE on this critical initiative.”
- “I appreciate CSWE's willingness to **listen to DSW directors and stakeholders**, and to **thoughtfully incorporate the prior feedback**. Thank you. I look forward to the next iteration.”



Next Steps

1. BOA & COEP joint writing committee will continue to meet and finalize standards
2. Development of an expert advisory panel to provide advisement on finalization of the standards
3. February BOA vote to approve final standards
4. CHEA expansion of scope
5. Launch of standards and resources





COUNCIL ON SOCIAL WORK EDUCATION



Thank You!