

2015 EPAS REAFFIRMATION WORKSHOP GUIDE

(Updated 2/14/2018)

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Mission and Goals

The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>1.0.1: The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.</p>	<p>The mission statement is typically not more than a paragraph in length. It is specific to program level (master’s or baccalaureate). It is consistent with the profession’s purpose and values (profession’s purpose on page 5 of EPAS; values described in EP 1.0).</p>	<p>Narrative provides the program’s mission statement.</p> <p>Narrative explains how the program’s mission statement is consistent with the profession’s purpose and values.</p> <p>The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>1.0.2: The program explains how its mission is consistent with the institutional mission and the program's context across all program options.</p>	<p>The mission statement is consistent with the institutional mission and emphasized the program's context (as described in EP 1.0). Context can emerge from the institution's orientation (faith-based, for example) or the geography (urban, rural, and regional) or something else the program selects such as "global."</p>	<p>Narrative explains how the program's mission is consistent with the institutional mission.</p> <p>Narrative explains how the program's mission is consistent with the program's context across all program options.</p> <p>The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).</p>	
<p>1.0.3: The program identifies its goals and demonstrates how they are derived from the program's mission.</p>	<p>Goals simply represent the elements or component parts of the mission. There should be a brief statement describing how the goals are derived from the mission. Goals are not identical to the nine social work competencies (EPAS pp. 7-9).</p>	<p>Narrative identifies the program's goals.</p> <p>Narrative demonstrates how the program's goals are derived from the program's mission.</p> <p>The narrative should discuss goals for all program options (if different from one option to the other) and demonstrate how they are derived from the program's mission.</p>	

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels.

Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

The nine Social Work Competencies are listed in the EPAS on pp. 7-9. Programs may add competencies that are consistent with their mission and goals and respond to their context. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Accreditation Standard B2.0—Generalist Practice			
STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
B2.0.1: Discusses how its mission and goals are consistent with generalist practice as defined in EP 2.0.	This simply asks for a brief discussion of how the above definition of generalist practice (EP 2.0) is consistent with the mission and goals detailed in Accreditation Standard 1.0.	<p>Narrative explains how the program’s mission is consistent with generalist practice.</p> <p>Narrative explains how the program’s goals are consistent with generalist practice.</p> <p>If program options have different missions and/or goals, discuss for each program option.</p>	
B2.0.2: The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.	This is a discussion of the concepts that inform the design of the curriculum for generalist practice (e.g. plan of study). What content is engaged before what? Why? Is there a developmental order to the curriculum? How is course content integrated with field? This is a discussion of the pedagogical ideas and precepts which inform the design of the curriculum.	<p>Narrative provides a rationale for the program’s formal curriculum design.</p> <p>Narrative explains how the program’s curriculum design is used to develop a coherent and integrated curriculum for both classroom and field across all program options.</p>	
B2.0.3: The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.	<p>The generalist matrix maps the nine social work competencies and any additional competencies, as well as how each dimension (knowledge, values, skills, cognitive/affective processes) of each competency is addressed in the generalist curriculum.</p> <p>At a minimum, the generalist practice matrix should include:</p> <ol style="list-style-type: none"> 1) the nine social work competencies and any additional competencies; 2) the course(s) where each competency is demonstrated; 3) course content (e.g. readings, module, assignments, class activities) where each competency is demonstrated; and 4) the dimension(s) (knowledge, values, skills, and cognitive & affective reactions) associated with the course content for each competency. 	<p>Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program.</p> <p>Narrative explains how the program’s matrix demonstrates the implementation of the nine required social work competencies and any additional competencies added by the program across all program options.</p>	

	The matrix should be done in a graphic form. (See appendix A)		
Accreditation Standard M2.0—Generalist Practice			
STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
M2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.	This simply asks for a brief discussion of how the above definition of generalist practice (EP 2.0) is consistent with the mission and goals detailed in Accreditation Standard 1.0.	Narrative explains how the program’s mission is consistent with generalist practice as defined in EP 2.0. Narrative explains how the program’s goals are consistent with generalist practice as defined in EP 2.0. If program options have different missions, discuss for each program option.	
M2.0.2: The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.	This is a discussion of the concepts that inform the design of the curriculum for generalist practice (e.g. plan of study). What content is engaged before what? Why? Is there a developmental order to the curriculum? How is course content integrated with field? This is a discussion of the pedagogical ideas and precepts which inform the design of the curriculum.	Narrative provides a rationale for the program’s formal curriculum design for generalist practice. Narrative explains how the program’s curriculum design for generalist practice is used to develop a coherent and integrated curriculum for both classroom and field across all program options.	
M2.0.3: The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.	See B 2.0.3 training note	Program provides a matrix illustrating how the program’s generalist practice curriculum content implements the nine required social work competencies and any additional competencies added by the program. Narrative explains how the program’s matrix demonstrates the implementation of the nine required social work competencies and any additional competencies added by the program across all program options.	

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1— Specialized Practice

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M2.1.1: The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.</p>	<p>Here the program simply lists the name of each area(s) of specialized practice, and discusses how it builds on generalist practice.</p>	<p>Narrative identifies the program’s area(s) of specialized practice across all program options.</p> <p>Narrative demonstrates how the program’s areas of specialized practice build on generalist practice across all program options.</p>	
<p>M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.</p>	<p>This is a discussion of the concepts that inform the design of the curriculum for each area of specialized practice (e.g. plan of study). What content is engaged before what? Why? Is there a developmental order to the curriculum? How is course content integrated with field? This is a discussion of the pedagogical ideas and precepts which inform the design of the curriculum.</p>	<p>Narrative provides a rationale for the program’s formal curriculum design for specialized practice across all program options.</p> <p>Narrative explains how the program’s curriculum design for specialized practice is used to develop a coherent and integrated curriculum for both classroom and field across all program options.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.</p>	<p>Specialized practice prepares students for practice roles within the specific population, problem area, method of intervention, perspective or approach to practice (EP M2.1). Specialized practice extends the nine required competencies (and any other competencies added by the program) beyond generalist practice standards, as defined in EP 2.0.</p> <p>Extending and enhancing the nine required generalist competencies means providing students with knowledge, values, skills, cognitive and affective processes that are advanced or more relevant to the area of specialized practice.</p> <p>Programs extend and enhance the nine social work competencies for each of the program's areas of specialized practice by describing the dimensions (knowledge, values, skills, and cognitive/affective processes) that comprise the competency. Programs develop a paragraph for each of the nine social work competencies (and any additional competencies) for each area of specialized practice that the program offers.</p> <p>This paragraph informs the content that should be reflected in the area(s) of specialized practice social work curriculum and represents the underlying content and processes that inform the behaviors.</p> <p>(See Appendix B)</p>	<p>Narrative describes how each of the program's areas of specialization extend and enhance each of the nine competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.</p>	<p>Master’s programs provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program</p> <p>The specialized matrix maps the nine social work competencies and any additional competencies for each area of specialized practice offered by the program, as well as how each dimension (knowledge, values, skills, cognitive/affective processes) of each competency is addressed in the specialized practice curriculum.</p> <p>At a minimum, the specialized practice matrix should include:</p> <ol style="list-style-type: none"> 1) the nine social work competencies and any additional competencies; 2) the course(s) where each competency is demonstrated; 3) course content (e.g. readings, module, assignments, class activities) where each competency is demonstrated; and 4) the dimension(s) (knowledge, values, skills, and cognitive & affective reactions) associated with the course content for each competency. <p>(See APPENDIX C)</p>	<p>Program provides a matrix illustrating how the program’s specialized practice curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options..</p> <p>Narrative explains how the program’s matrix demonstrates the implementation of the nine required social work competencies (list EP) and any additional competencies added by the program across all program options.</p>	

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings</p>	<p>This is a discussion of how classroom instruction is linked to the field experience.</p>	<p>Narrative explains how the program’s field education program connects the theoretical and conceptual contributions of classroom and field across all program options.</p>	
<p>B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.</p>	<p>This is a discussion about how the program ensures that the field experience captures the full scope of generalist practice. Programs should provide examples of how these field placements allow students to demonstrate the nine social work competencies with individuals, families, groups, organizations, and communities.</p>	<p>Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.</p> <p>Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.</p>	
<p>M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.</p>	<p>See B2.2.2 above.</p>	<p>Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.</p> <p>Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M2.2.3: The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.</p>	<p>This is a discussion about how the program ensures that the field experience captures the full scope of specialized practice opportunities. Programs should provide examples of how these field placements allow students to demonstrate the nine social work competencies within an area of specialized practice.</p>	<p>Narrative identifies how the program’s field education program provides specialized opportunities for students to demonstrate social work competencies within an area of specialized practice across all program options.</p> <p>Narrative illustrates how these specialized practice opportunities are accomplished in field settings across all program options.</p>	
<p>2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.</p>	<p>This is a discussion of how the field education program ensures that demonstration of social work competencies is through in-person contact, which refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies. Programs should provide examples of how this is accomplished.</p>	<p>Narrative explains how students across all program options in the program’s field education program demonstrate social work competencies through in-person contact with clients and constituencies.</p>	
<p>2.2.5: The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.</p>	<p>None</p>	<p>Narrative describes how the program’s field education program provides a minimum of 400 hours of field education for baccalaureate programs.</p> <p>Narrative describes how the program’s field education program provides a minimum of 900 hours for master’s programs.</p>	
<p>2.2.6: The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.</p>	<p>Here the program details its criteria for field education. It discusses relevant procedures for implementing those criteria.</p>	<p>Narrative provides the program’s criteria for admission into field education.</p> <p>Narrative explains how the program’s field education program admits only those students who have met the program’s specified criteria.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.</p>	<p>This is a full discussion of the operations with which the program administers its field program. Much of this material will be adaptable from the Field Manual and related documents.</p>	<p>Narrative describes how the program’s field education program specifies policies, criteria, and procedures for selecting field settings across all program options.</p> <p>Narrative describes how the program’s field education program specifies policies, criteria, and procedures for placing and monitoring students across all program options.</p> <p>Narrative describes how the program’s field education program specifies policies, criteria, and procedures for supporting student safety across all program options.</p> <p>Narrative describes how the program’s field education program specifies policies, criteria, and procedures for evaluating student learning and field setting effectiveness congruent with the social work competencies, including any additional competencies added by the program across all program options.</p>	
<p>2.2.8: The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.</p>	<p>This is a full discussion of the operations with which the program administers its field program. Much of this material will be adaptable from the Field Manual and related documents.</p>	<p>Narrative describes how the program’s field education program maintains contact with field settings across all program options.</p> <p>Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>B2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<p>This discussion describes the minimum credentials programs use for field instructors. Even in cases where programs may only use field instructors that hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work; the program is still expected to address how the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<p>Narrative describes how the program’s field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.</p> <p>Narrative demonstrates that field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work.</p> <p>Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective.</p> <p>Narrative describes how the social work perspective is reinforced.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<p>This discussion describes the minimum credentials programs use for field instructors. Even in cases where programs may only use field instructors that hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work; the program is still expected to address how the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<p>Narrative describes how the program's field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.</p> <p>Narrative demonstrates that field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work degree practice experience in social work.</p> <p>Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited master's social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective.</p> <p>Narrative describes how the social work perspective is reinforced in such cases.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>2.2.10:The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</p>	<p>This discussion details how new field instructors are recruited, oriented and trained as well as a description of on-going systems of contact with instructors and settings.</p>	<p>Narrative describes how the program’s field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors across all program options.</p>	
<p>2.2.11: The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.</p>	<p>This is a discussion of policies and procedures for managing placements in settings in which the student is also employed.</p>	<p>Narrative describes how the field education program develops policies regarding field placements in an organization in which the student is also employed across all program options.</p> <p>Narrative describes how assignments and field education supervision are not the same as those of the student’s employment.</p>	

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Training Note: Note that the focus of this standard is about how diversity is reflected in the entire learning environment of the program. It is much more than just the demographic make-up of the faculty and student body. The emphasis here is how every component of the program’s operation reflects its attention and commitment to diversity.

Accreditation Standard 3.0—Diversity

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.	The curriculum is clearly a component of the learning environment but the emphasis here is upon activities and efforts beyond the classroom to maximize attention to issues of diversity and difference. Programs should include examples of the types of efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.	Narrative describes the specific and continuous efforts the program makes to provide a learning environment that models affirmation and respect for diversity and difference across all program options.	
3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.	The discussion here should demonstrate that attention to diversity and difference is a high priority. Programs should describe how efforts included in AS 3.0.1 provide a supportive and inclusive learning environment.	Narrative explains how these efforts provide a supportive and inclusive learning environment across all program options..	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.</p>	<p>The emphasis here is plans to improve attention to diversity. This is about the learning environment and the extent to which it emphasizes attention to all dimensions of diversity as described in EP 3.0.</p>	<p>Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options.</p>	

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
B3.1.1: The program identifies the criteria it uses for admission to the social work program.	None	Narrative identifies the criteria the program uses for admission to the social work program.	
M3.1.1: The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.	None	<p>Narrative identifies the criteria the program uses for admission to the social work program.</p> <p>Narrative demonstrates the criteria for admission to the master’s program include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association.</p> <p>Narrative demonstrates that baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.</p>	
3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.	None	<p>Narrative describes the policies and procedures for evaluating admission applications.</p> <p>Narrative describes the policies and procedures for notifying applicants of the admission decision.</p> <p>Narrative describes the policies and procedures for notifying applicants of any contingent conditions associated with admission.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M3.1.3: The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services*, or covered under a memorandum of understanding with international social work accreditors.</p> <p>*This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.</p>	None	<p>Narrative describes the policies and procedures used for awarding advanced standing.</p> <p>Narrative indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.</p>	
<p>3.1.4: The program describes its policies and procedures concerning the transfer of credits.</p>	None	Narrative describes the program’s policies and procedures concerning the transfer of credits.	
<p>3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.</p>	None	<p>Narrative submits the program’s written policy indicating that it does not grant social work course credit for life experience or previous work experience.</p> <p>Narrative documents how the program informs applicants and other constituents of this policy.</p>	

Advisement, retention, and termination			
<p>3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.</p>	<p>Programs should pay special attention to both academic <i>and</i> professional advising.</p>	<p>Narrative describes the program's academic and professional advising policies and procedures.</p> <p>Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options.</p>	
<p>3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.</p>	<p>None</p>	<p>Narrative submits the program's policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures across all program options.</p> <p>Narrative describes how the program informs students of the program's criteria for evaluating their academic and professional performance and its policies and procedures for grievance across all program options.</p>	
<p>3.1.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.</p>	<p>Include policies for both academic and professional performance.</p>	<p>Narrative submits the program's policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance across all program options.</p> <p>Narrative describes how the program informs students of these policies and procedures across all program options.</p>	

Student participation

3.1.9: The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.	None	Narrative describes the program's policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs for each program option.	
3.1.10: The program describes how it provides opportunities and encourages students to organize in their interests.	None	Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option.	

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>3.2.1: The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.</p>	<p>This is a summary description of faculty background. It is supported by Faculty Data Form located at www.cswe.org under “Accreditation” and then under “Reaffirmation.” For large programs employing several adjuncts, it is only necessary to describe those who taught during the academic year prior to submission of the self-study.</p>	<p>Narrative identifies each full- and part-time social work faculty member across all program options.</p> <p>Narrative discusses, for each full- and part-time social work faculty member, his or her qualifications, competence, expertise in social work education and practice, and years of service to the program across all program options.</p>	
<p>3.2.2: The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.</p>	<p>Programs should first identify all faculty that teach social work practice courses, and that they meet the required credentials. Programs define what they consider to be social work practice courses, see glossary for definition of what constitutes post–master’s social work degree practice experience.</p>	<p>Narrative identifies and documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.</p>	<p>This is a general discussion about teaching load, numbers of courses delivered, numbers of students and how the delivery demands of the program are covered by the program's faculty. In figuring the student-faculty ratio, adjuncts and part-time faculty are included. If, for example, the full-time teaching load is six courses per academic year, each course covered by an adjunct constitutes one-sixth FTE. In the case of part-time students, student FTE can also be utilized in the calculation. Details of the calculation, however, must be provided and programs should note that the ratios are required.</p>	<p>Narrative documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs across all program options.</p> <p>Narrative explains how this ratio is calculated across all program options.</p> <p>Narrative explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities across all program options.</p>	
<p>B3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.</p>	<p>None</p>	<p>Narrative identifies the program has no fewer than two full-time faculty assigned to the social work program, whose principal assignment is to the baccalaureate program across all program options.</p> <p>Narrative demonstrates that the majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, across all program options.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M3.2.4: The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.</p>	None	<p>Narrative identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program across all program options.</p> <p>Narrative demonstrates the majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work, across all program options</p>	
<p>3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals</p>	None	<p>Narrative describes the program’s faculty workload policy.</p> <p>Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.</p>	
<p>3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.</p>	None	<p>Narrative demonstrates ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.</p>	
<p>3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.</p>	None	<p>Narrative demonstrates how the program’s faculty models the behavior and values of the profession in the program’s educational environment.</p>	

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative and Governance Structure

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.</p>	<p>This standard is about the program’s location in the institutional authority structure. It is useful to provide a table of organization with the discussion of program accountability. “Autonomy” is a relative term. The Commission is concerned that the program has sufficient latitude to effectively implement its mission and goals. It is useful to discuss this in the context of comparable programs. In other words, to what extent is the social work program’s locus in the hierarchy similar to that of say programs in nursing, physical therapy, etc.</p>	<p>Narrative describes the program’s administrative structure across all program options.</p> <p>Narrative demonstrates how the program’s administrative structure provides the necessary autonomy to achieve the program’s mission and goals across all program options.</p>	
<p>3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.</p>	<p>This is a discussion of how curriculum is developed, reviewed and approved both within the program and then within the larger institution.</p>	<p>Narrative describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies across all program options.</p>	
<p>3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.</p>	<p>As in 3.3.2 above, this discussion should detail policies and procedures related to personnel actions both within the program as well as within the institution.</p>	<p>Narrative describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel across all program options.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.</p>		<p>Narrative identifies the social work program director for all program options.</p> <p>In institutions with accredited baccalaureate and master’s programs, narrative demonstrates that a separate director is appointed to each program.</p>	
<p>B3.3.4 (a): The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.</p>	None	<p>Narrative describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.</p> <p>Narrative documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.</p>	
<p>B3.3.4 (b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.</p>	None	<p>Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program across all program options.</p>	
<p>B3.3.4 (c): The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.</p>	<p>Programs should describe how this release time is calculated, and whether or not it is sufficient.</p>	<p>Narrative describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program across all program options.</p> <p>Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program across all program options.</p> <p>Narrative discusses that this time is sufficient for each program option.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M3.3.4 (a): The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.</p>	None	<p>Narrative describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.</p> <p>Narrative documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.</p>	
<p>M3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work master’s program.</p>	None	Narrative provides documentation that the director has a full-time appointment to the social work master’s program across all program options.	
<p>M3.3.4(c): The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.</p>	Programs should describe how this release time is calculated, and whether or not it is sufficient.	<p>Narrative describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program across all program options.</p> <p>Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program across all program options.</p> <p>Narrative discusses that this time is sufficient for each program option.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
3.3.5: The program identifies the field education director.	None	Narrative identifies the social work field education director for all program options.	
3.3.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	None	Narrative describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	
B3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.	None	Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.	
M3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.	None	Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.	
B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.	Programs should describe how this release time is calculated, and whether or not it is sufficient.	<p>Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education across all program options.</p> <p>Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program across all program options.</p> <p>Narrative discusses that this time is sufficient for each program option.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>M3.3.5(c): The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.</p>	<p>Programs should describe how this release time is calculated, and whether or not it is sufficient.</p>	<p>Narrative describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership for field education across all program options.</p> <p>Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program across all program options.</p> <p>Narrative discusses that this time is sufficient for each program option.</p>	
<p>3.3.6: The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.</p>	<p>None</p>	<p>Narrative describes the program’s administrative structure for field education across all program options.</p> <p>Narrative explains how the program’s resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals for each program option.</p>	<p>New standard</p>

Educational Policy 3.4—Resources

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

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.</p>	<p>The budget form is located at www.cswe.org under “Accreditation” and then under “Reaffirmation.” The discussion should describe how the resources are sufficient to meet the program’s goals. If resources are not sufficient the discussion should indicate such.</p>	<p>Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals across all program options.</p> <p>Narrative includes a completed budget form for all program options.</p> <p>Narrative explains how the program’s financial resources are sufficient and stable to achieve its mission and goals for each program option.</p>	
<p>3.4.2: The program describes how it uses resources to address challenges and continuously improve the program.</p>		<p>Narrative describes how the program uses resources to address challenges and continuously improve the program.</p>	
<p>3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals</p>	<p>Again, if these resources are not sufficient, this should be addressed in the narrative.</p>	<p>Narrative demonstrates that the program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals for each program option.</p>	
<p>3.4.4: The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.</p>	<p>The library form is located at www.cswe.org under “Accreditation” and then under “Reaffirmation.”</p>	<p>Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program’s mission and goals for each program option.</p>	
<p>3.4.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals</p>	<p>None</p>	<p>Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program’s mission and goals for each program option.</p>	
<p>3.4.6: The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.</p>	<p>None</p>	<p>Narrative describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.</p>	

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:</p> <ul style="list-style-type: none"> • A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option. 	<p>Minimum requirement is at least two measures assess each competency.</p> <p>-One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.</p> <p>-Programs will identify the dimension(s) addressed with each measure for each competency.</p> <p>At the baccalaureate level, programs must have a minimum of two measures for each competency at the generalist level.</p>	<p>The program’s assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs) for each program option.</p> <ul style="list-style-type: none"> • Assessment of competence was done by program designated faculty or field personnel for all program options. • Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any 	

<ul style="list-style-type: none"> • At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations. • An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0. • Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark. • An explanation of how the program determines the percentage of students achieving the benchmark. • Copies of all assessment measures used to assess all identified competencies. 	<p>At the master's level, programs must have a minimum of two measures for each competency at the generalist and specialized levels.</p> <p>A graphic is often helpful in responding to this standard.</p> <p>Programs are expected to append copies of all assessment instruments to this standard.</p> <p>(See APPENDIX D)</p>	<p>competencies added by the program for all program options.</p> <ul style="list-style-type: none"> • Program provides at least two measures to assess each competency, including any competencies added by the program for all program options. • At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program options. • Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes). • Narrative includes benchmarks for each competency. • Narrative includes a rationale for each benchmark. • Narrative includes a description of how it is determined that students' performance meets the benchmark. • Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark. • Program provides copies of all assessment measures used to assess all identified competencies. 	
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STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.</p>	<p>The standard is asking “what were the findings, competency by competency?” Ideally the response would have the following components:</p> <ul style="list-style-type: none"> • A presentation of the findings for each competency (percentage of students at or above benchmark). • A narrative describing the findings competency by competency. A graphic is also helpful in response to this standard. <p>(See APPENDIX E)</p>	<p>Narrative provides the program’s most recent year of summary data and outcomes for the assessment of each of the identified competencies for each program option.</p> <p>Narrative specifies the percentage of students achieving program benchmarks for each program option.</p>	
<p>4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.</p>	<p>This is the requirement by the CSWE accreditor, the Council of Higher Education Accreditation (CHEA) that the public be regularly informed of assessment findings.</p> <p>The program should specify where they post this information and indicate how frequently it is updated. The program should identify its constituencies, which always includes the public.</p> <p>(See APPENDICES F and G)</p>	<p>The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public.</p> <p>The program updates Form AS 4 (B) and/or Form AS 4(M) on its website with the most recent assessment outcomes.</p> <p>The program updates the Form AS 4(B) and/or Form AS 4(M) minimally every 2 years.</p>	

STANDARD	TRAINING NOTES	COMPLIANCE STATEMENT	COMMENTS/NOTES
<p>4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.</p>	<p>This is asking for a description of the process or mechanism employed by the program to formally review the findings of the assessment and make decisions about the implications of the findings for program improvement. It is also asking for a description of program changes made by the program based on the assessment. The response should include:</p> <ul style="list-style-type: none"> •What is the procedure used to evaluate the meaning of the findings? Is it a faculty committee, a faculty retreat or what? How do they decide what meaning the assessment holds for the program? •A description of program changes should provide sufficient detail to identify course modifications, etc. linked to specific findings •If they report no changes the discussion should provide a rationale for that decision 	<p>The narrative describes the process used to evaluate outcomes for each program option.</p> <p>The narrative describes the implications for program renewal across all program options.</p> <p>The narrative discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data for each program option.</p>	
<p>4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.</p>	<p>Programs are expected to assess one aspect of the implicit curriculum, such as diversity, student development, faculty, administrative and governance structure, and resources.</p>	<p>For each program option, the narrative provides the program plan for assessing the implicit curriculum, including program-defined stakeholders.</p> <p>For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders.</p> <p>For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes.</p>	