

Compliance, Concern, and Noncompliance Statements for the 2008 Educational Policy and Accreditation Standards

The Commission on Accreditation (COA) uses the Compliance, Concern, and Noncompliance (C/C/NC) Statements as a guide to consistent and complete reviews of a program's candidacy or reaffirmation of accreditation. Statements of compliance, concern, and noncompliance are provided for each Accreditation Standards (AS) and related Educational Policies (EP).

- Statements in the compliance column address the minimum requirements for completely and clearly meeting an accreditation standard and related educational policy.
- Statements in the concern column indicate how the narrative addressing an accreditation standard or related educational policy is unclearly and inadequately addressed.
- Statements in the noncompliance column note how an accreditation standard or related educational policy statement has not been met and has not been addressed.

1. Program Mission and Goals

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

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 (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—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.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

Accreditation Standard 1.0 Program Mission and Goals

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

Accreditation Standard	Compliance	Concern	Noncompliance
<p>1.0.1: [The program] submits its mission statement and describes how it is consistent with the profession's purpose and values and program context.</p>	<ul style="list-style-type: none"> • Program's mission statement was submitted. • Narrative demonstrated how the program's mission is consistent with the profession's purpose & values and program's context. 	<ul style="list-style-type: none"> • ----- • Narrative demonstrating how the program's mission is consistent with the profession's purpose & values and program's context was unclear or inadequate. 	<ul style="list-style-type: none"> • Program's mission was not submitted. • Narrative was not provided or it did not demonstrate how the program's mission is consistent with the profession's purpose and values and program's context.
<p>1.0.2: [The program] identifies its goals and demonstrates how they are derived from the program's mission.</p>	<ul style="list-style-type: none"> • Program goals were identified. • Narrative demonstrated how program goals are derived from its mission statement. 	<ul style="list-style-type: none"> • ----- • Narrative demonstrating how program goals are derived from its mission statement was unclear or inadequate. 	<ul style="list-style-type: none"> • Program goals were not identified. • Narrative was not provided or it did not demonstrate how the goals are derived from the program's mission.

2. Explicit Curriculum

<p>Educational Policy B2.2—Generalist Practice</p> <p>Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.</p>			
<p>Accreditation Standard B2.0—Curriculum</p> <p>The 10 core competencies are used to design the professional curriculum.</p>			
<p>Accreditation Standard</p> <p>B2.0.1: [The program] discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.</p>	<p>Compliance</p> <ul style="list-style-type: none"> Narrative discussed how the program's mission & goals are consistent with core competencies that define generalist practice. 	<p>Concern</p> <ul style="list-style-type: none"> Narrative discussing the consistency of the program's mission & goals with the core competencies that define generalist practice was unclear or inadequate. 	<p>Noncompliance</p> <ul style="list-style-type: none"> Narrative was not provided or it did not discuss how its mission & goals are consistent with the core competencies that define generalist practice.

2. Explicit Curriculum

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

EP 2.1.2—Apply social work ethical principles to guide professional practice.

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.

EP 2.1.4—Engage diversity and difference in practice.

EP 2.1.5—Advance human rights and social and economic justice.

EP 2.1.6—Engage in research-informed practice and practice-informed research.

EP 2.1.7—Apply knowledge of human behavior and the social environment.

EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EP 2.1.9—Respond to contexts that shape practice.

EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Accreditation Standard	Compliance	Concern	Noncompliance
B2.0.2: [The program] identifies its competencies consistent with EP 2.1 through 2.1.10(d).	<ul style="list-style-type: none"> Program competencies were identified. Narrative showed consistency of the program’s competencies with EP 2.1.1 through 2.1.10(d). 	<ul style="list-style-type: none"> ----- Narrative showing consistency was unclear or inadequate. 	<ul style="list-style-type: none"> Program competencies were not identified. Narrative was not provided or it did not show how the program competencies are consistent with EP 2.1.1 through 2.1.10(d).
B2.0.3: [The program] provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were provided. 	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were unclear or inadequate. 	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were not provided

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice			
<p>The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>			
Accreditation Standard	Compliance	Concern	Noncompliance
<p>B2.0.4: [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 (EP 2.0).</p>	<ul style="list-style-type: none"> Narrative provided a rationale for curriculum design. 	<ul style="list-style-type: none"> Narrative providing a rationale for curriculum design was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not provide a rationale.
	<ul style="list-style-type: none"> Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum. 	<ul style="list-style-type: none"> Narrative demonstrating how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not demonstrate coherency and integration of curriculum design.

Accreditation Standard	Compliance	Concern	Noncompliance
<p>B2.0.5: [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.</p>	<ul style="list-style-type: none"> Narrative described and explained how the curriculum provides the necessary knowledge, values and skills to operationalize each competency. 	<ul style="list-style-type: none"> Narrative describing and explaining how the curriculum provides the necessary knowledge, values, and skills to operationalize each competency was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe and explain how the curriculum provides the necessary knowledge, values, and skills to operationalize each competency.

2. Explicit Curriculum

<p>Educational Policy M2.2—Advanced Practice Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>			
<p>Accreditation Standard M2.0—Curriculum The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.</p>			
Accreditation Standard	Compliance	Concern	Noncompliance
<p>M2.0.1: [The program] identifies its concentration(s) (EP M2.2).</p>	<ul style="list-style-type: none"> Each concentration was identified. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Each concentration was not identified.
<p>M2.0.2: [The program] discusses how its mission and goals are consistent with advanced practice (EP M2.2).</p>	<ul style="list-style-type: none"> Narrative discussed how the program’s mission and goals are consistent with advanced practice, which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration. 	<ul style="list-style-type: none"> Narrative discussing how the program’s mission and goals are consistent with advanced practice, which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration, was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how the program’s mission and goals are consistent with advanced practice, which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration.

2. Explicit Curriculum

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

EP 2.1.2—Apply social work ethical principles to guide professional practice.

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.

EP 2.1.4—Engage diversity and difference in practice.

EP 2.1.5—Advance human rights and social and economic justice.

EP 2.1.6—Engage in research-informed practice and practice-informed research.

EP 2.1.7—Apply knowledge of human behavior and the social environment.

EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EP 2.1.9—Respond to contexts that shape practice.

EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Accreditation Standard	Compliance	Concern	Noncompliance
M2.0.3: [The program] identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.	<ul style="list-style-type: none"> Program competencies were identified. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Program competencies were not identified.
	<ul style="list-style-type: none"> Narrative showed consistency of the program's competencies with EP 2.1.1-2.1.10d. 	<ul style="list-style-type: none"> Narrative showing consistency of the program's competencies with EP 2.1.1-2.1.10d was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not show how the program competencies are consistent with EP 2.1.1-2.1.10d.
M2.0.4: [The program] provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were provided. 	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were unclear or inadequate. 	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were not provided.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice			
<p>The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>			
Accreditation Standard	Compliance	Concern	Noncompliance
<p>M2.0.5: [The program] provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).</p>	<ul style="list-style-type: none"> Narrative provided a rationale for curriculum design (foundation and advanced). 	<ul style="list-style-type: none"> Narrative providing a rationale for curriculum design was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not provide a rationale.
	<ul style="list-style-type: none"> Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum. 	<ul style="list-style-type: none"> Narrative demonstrating how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not demonstrate how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum.

Accreditation Standard	Compliance	Concern	Noncompliance
<p>M2.0.6: [The program] describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.</p>	<ul style="list-style-type: none"> Narrative described and explained how the curriculum provides the necessary relevant theories and conceptual frameworks, values, and skills to operationalize each competency. 	<ul style="list-style-type: none"> Narrative describing and explaining how the curriculum provides the necessary relevant theories and conceptual frameworks, values, and skills to operationalize each competency was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe and explain how the curriculum provides the necessary relevant theories and conceptual frameworks, values, and skills to operationalize each competency.

2. Explicit Curriculum

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect 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 achievement of program competencies.

Accreditation Standard 2.1—Field Education

Accreditation Standard	Compliance	Concern	Noncompliance
2.1.1: [The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.	<ul style="list-style-type: none"> Narrative demonstrated that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice. 	<ul style="list-style-type: none"> Narrative demonstrating that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not demonstrate that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice.
B2.1.2: [The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.	<ul style="list-style-type: none"> Narrative discussed how generalist practice opportunities are provided for students to demonstrate core competencies. 	<ul style="list-style-type: none"> Narrative discussing how generalist practice opportunities are provided for students to demonstrate core competencies was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how generalist practice opportunities are provided for students to demonstrate core competencies.
M2.1.2: [The program discusses how its field education program] provides advanced practice opportunities for students to demonstrate the program's competencies.	<ul style="list-style-type: none"> Narrative discussed how advanced practice opportunities are provided for students to demonstrate program's competencies. 	<ul style="list-style-type: none"> Narrative discussing how advanced practice opportunities are provided for students to demonstrate program's competencies was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how advanced practice opportunities are provided for students to demonstrate program's competencies.
2.1.3: [The program discusses how its field education program] provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.	<ul style="list-style-type: none"> Narrative discussed how baccalaureate degree students complete a minimum of 400 hours of field education and master's students complete a minimum of 900 hours of field education. 	<ul style="list-style-type: none"> Narrative discussing how baccalaureate degree students complete a minimum of 400 hours of field education and master's students complete a minimum of 900 hours of field education was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how baccalaureate degree students complete a minimum of 400 hours of field education and master's students complete a minimum of 900 hours of field education.

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2. Explicit Curriculum

Accreditation Standard	Compliance	Concern	Noncompliance
<p>2.1.4: [The program discusses how its field education program] admits only those students who have met the program's specified criteria for field education.</p>	<ul style="list-style-type: none"> • Narrative discussed how the field program only admits students who meet its specified criteria. 	<ul style="list-style-type: none"> • Narrative discussing how the field program only admits students who meet its specified criteria was unclear or inadequate. 	<ul style="list-style-type: none"> • Narrative was not provided or it did not discuss how the field program only admits students who meet its specified criteria.
<p>2.1.5: [The program discusses how its field education program] specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.</p>	<ul style="list-style-type: none"> • Congruent with the program's competencies, the narrative discussed its written policies, criteria and procedures for: <ol style="list-style-type: none"> 1. Selecting field settings; 2. Placing and monitoring students; 3. Maintaining field liaison contacts with field education settings; and 4. Evaluating student learning and field setting effectiveness. 	<ul style="list-style-type: none"> • Narrative discussing written policies, criteria and procedures for: <ol style="list-style-type: none"> 1. Selecting field settings; 2. Placing and monitoring students; 3. Maintaining field liaison contacts with field education settings; and 4. Evaluating student learning and field setting effectiveness was unclear or inadequate. 	<ul style="list-style-type: none"> • Narrative was not provided or it did not discuss its written policies, criteria and procedures for: <ol style="list-style-type: none"> 1. Selecting field settings; 2. Placing and monitoring students; 3. Maintaining field liaison contacts with field education settings; and 4. Evaluating student learning and field setting effectiveness.

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2. Explicit Curriculum

Accreditation Standard	Compliance	Concern	Noncompliance
<p>2.1.6: [The program discusses 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 competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<ul style="list-style-type: none"> Narrative discussed how the credentials and practice experience of its field instructors enables them to design appropriate student learning opportunities to demonstrate program competencies. 	<ul style="list-style-type: none"> Narrative discussing how the credentials and practice experience of its field instructors enables them to design appropriate student learning opportunities to demonstrate program competencies was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how the credentials and practice experience of its field instructors enables them to design appropriate student learning opportunities to demonstrate program competencies.
	<ul style="list-style-type: none"> Narrative discussed how program's field instructors, for baccalaureate students, hold a CSWE-accredited baccalaureate or master's social work degree. 	<ul style="list-style-type: none"> Narrative discussing how program's field instructors, for baccalaureate students, hold a CSWE-accredited baccalaureate or master's social work degree was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how program's field instructors, for baccalaureate students, hold a CSWE-accredited baccalaureate or master's social work degree.
	<ul style="list-style-type: none"> Narrative discussed how the program's field instructors, for master's students, hold a CSWE-accredited master's social work degree. 	<ul style="list-style-type: none"> Narrative discussing was how the program's field instructors, for master's students, hold a CSWE-accredited master's social work degree unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how the program's field instructors, for master's students, hold a CSWE-accredited master's social work degree.
	<ul style="list-style-type: none"> Narrative discussed how the program reinforces a social work perspective when field instructors do not hold a CSWE-accredited baccalaureate or master's social work degree. 	<ul style="list-style-type: none"> Narrative discussing was how the program reinforces a social work perspective when field instructors do not hold a CSWE-accredited baccalaureate or master's social work degree unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how the program reinforces a social work perspective when field instructors do not hold a CSWE-accredited baccalaureate or master's social work degree.
<p>2.1.7: [The program discusses how its field education program] provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</p>	<ul style="list-style-type: none"> Narrative discussed how the program orients, trains and dialogues with field settings and instructors. 	<ul style="list-style-type: none"> Narrative discussing how the program orients, trains and dialogues with field settings and instructors was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how the program orients, trains and dialogues with field settings and instructors.

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2. Explicit Curriculum

Accreditation Standard	Compliance	Concern	Noncompliance
<p>2.1.8: [The program discusses 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>	<ul style="list-style-type: none"> Narrative discussed how its policies regarding field placements in an agency in which the student is also employed ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment. 	<ul style="list-style-type: none"> Narrative discussing how its policies regarding field placements in an agency in which the student is also employed ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment was unclear of inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how its policies regarding field placements in an agency in which the student is also employed ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment.

3. Implicit Curriculum

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (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).

Accreditation Standard 3.1—Diversity

Accreditation Standard	Compliance	Concern	Noncompliance
3.1.1: The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.	<ul style="list-style-type: none"> Narrative described specific and continuous effort to provide respect and understanding of diversity (see list in EP3.1) and difference in the learning environment (see list in EP3.1). 	<ul style="list-style-type: none"> Narrative describing specific and continuous effort to provide respect and understanding of diversity (see list in EP3.1) and difference in the learning environment (see list in EP3.1) was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe specific and continuous effort to provide respect and understanding of diversity (see list in EP3.1) and difference in the learning environment (see list in EP3.1).
3.1.2: The program describes how its learning environment models affirmation and respect for diversity and difference.	<ul style="list-style-type: none"> Narrative described how learning environment models affirmation and respect for diversity and difference. 	<ul style="list-style-type: none"> Narrative describing how learning environment models affirmation and respect for diversity and difference was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe how learning environment models affirmation and respect for diversity and difference.
3.1.3: The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.	<ul style="list-style-type: none"> Narrative discussed specific plans to improve the learning environment to affirm and support persons with diverse identities. 	<ul style="list-style-type: none"> Narrative discussing specific plans to improve the learning environment to affirm and support persons with diverse identities was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss specific plans to improve the learning environment to affirm and support persons with diverse identities.

3. Implicit Curriculum

Educational Policy 3.2—Student Development			
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.			
Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation			
Admissions			
Accreditation Standard	Compliance	Concern	Noncompliance
B3.2.1: The program identifies the criteria it uses for admission.	<ul style="list-style-type: none"> Narrative identified the criteria for admission. 	<ul style="list-style-type: none"> Narrative identifying the criteria for admission was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not identify the criteria for admission.
M3.2.1: The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.	<ul style="list-style-type: none"> Narrative identified criteria for admission. 	<ul style="list-style-type: none"> Narrative identifying criteria for admission was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not identify criteria for admission.
	<ul style="list-style-type: none"> Narrative for master's programs included the criterion of an earned baccalaureate degree from an educational institution regionally accredited. 	<ul style="list-style-type: none"> Narrative unclearly or inadequately covered the criterion of an earned baccalaureate degree from an educational institution regionally accredited. 	<ul style="list-style-type: none"> Narrative was not provided or it did not include the criterion of an earned baccalaureate degree from an educational institution regionally accredited.
3.2.2: The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.	<ul style="list-style-type: none"> Narrative described the program's process and procedures for evaluating applications. 	<ul style="list-style-type: none"> Narrative describing the program's process and procedures for evaluating applications was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe the program's process and procedures for evaluating applications.
	<ul style="list-style-type: none"> Narrative described the program's process and procedures for notifying applicants. 	<ul style="list-style-type: none"> Narrative describing the program's process and procedures for notifying applicants was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe the program's process and procedures for notifying applicants.

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3. Implicit Curriculum

Standard	Compliance	Concern	Noncompliance
<p>M3.2.3: BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. 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>	<ul style="list-style-type: none"> Narrative described the program's explicit and unambiguous policies and procedures for preventing the repeat of what has been mastered at BSW level. 	<ul style="list-style-type: none"> Narrative describing the program's explicit and unambiguous policies and procedures for preventing the repeat of what has been mastered at BSW level was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe the program's explicit and unambiguous policies and procedures for preventing the repeat of what has been mastered at BSW level.
	<ul style="list-style-type: none"> Narrative described the program's policies and procedures for awarding advanced standing. 	<ul style="list-style-type: none"> Narrative describing the program's policies and procedures for awarding advanced standing was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe the program's policies and procedures for awarding advanced standing.
	<ul style="list-style-type: none"> Narrative discussed how advanced standing is only awarded to graduates of programs accredited or recognized by the CSWE. 	<ul style="list-style-type: none"> Narrative discussing how advanced standing is only awarded to graduates of programs accredited or recognized by the CSWE was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how advanced standing is only awarded to graduates of programs accredited or recognized by the CSWE.
<p>3.2.4: The program describes its policies and procedures concerning the transfer of credits.</p>	<ul style="list-style-type: none"> Narrative described policies and procedures for the transfer of credits. 	<ul style="list-style-type: none"> Narrative describing policies and procedures for the transfer of credits was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe policies and procedures for the transfer of credits.
<p>3.2.5: 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>	<ul style="list-style-type: none"> Written policy indicating that the program does not grant social work course credit for life or previous work experience was submitted. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Written policy indicating that the program does not grant social work course credit for life or previous work experience was not submitted.
	<ul style="list-style-type: none"> Narrative documents how applicants informed of policy. 	<ul style="list-style-type: none"> Narrative documenting how applicants informed of policy was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not document how applicants informed of policy.

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3. Implicit Curriculum

Advisement, retention, and termination			
Accreditation Standard	Compliance	Concern	Noncompliance
3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.	<ul style="list-style-type: none"> Narrative described the academic and professional advising policies and procedures. 	<ul style="list-style-type: none"> Narrative describing the academic and professional advising policies and procedures was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe the academic and professional advising policies and procedures.
	<ul style="list-style-type: none"> Narrative described how advising is handled by social work faculty, staff or both. 	<ul style="list-style-type: none"> Narrative describing how advising is handled by social work faculty, staff or both was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not document that advising is handled by social work faculty, staff or both.
3.2.7: The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.	<ul style="list-style-type: none"> Narrative spelled out how students are informed of criteria for evaluating their academic and professional performance. 	<ul style="list-style-type: none"> Narrative spelling out how students are informed of criteria for evaluating their academic and professional performance was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not spell out how students are informed of criteria for evaluating their academic and professional performance.
	<ul style="list-style-type: none"> Narrative spelled out policies and procedures for grievance. 	<ul style="list-style-type: none"> Narrative spelling out policies and procedures for grievance was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not spell out policies and procedures for grievance.
3.2.8: 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.	<ul style="list-style-type: none"> Policies and procedures for termination of a student's enrollment for academic or professional performance were submitted. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Policies and procedures for termination of a student's enrollment for academic or professional performance were not submitted.
Student participation			
3.2.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.	<ul style="list-style-type: none"> Narrative described program's policies and procedures that specify students' rights and responsibilities for formulating and modifying academic and student affairs. 	<ul style="list-style-type: none"> Narrative describing program's policies and procedures that specify students' rights and responsibilities for formulating and modifying academic and student affairs was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe program's policies and procedures that specify students' rights and responsibilities for formulating and modifying academic and student affairs.
3.2.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.	<ul style="list-style-type: none"> Narrative demonstrated how students are encouraged and provided opportunities to organize in their own interest. 	<ul style="list-style-type: none"> Narrative demonstrating how students are encouraged and provided opportunities to organize in their own interest was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not demonstrate how students are encouraged and provided opportunities to organize in their own interest.

3. Implicit Curriculum

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio 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, 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.

Accreditation Standard 3.3—Faculty

Accreditation Standard	Compliance	Concern	Noncompliance
3.3.1: The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.	<ul style="list-style-type: none"> Each full time and part time faculty was identified. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Each full time and part time faculty was not identified.
	<ul style="list-style-type: none"> Narrative discussed the qualifications, expertise, service and experience (as related to the program's competencies) for each faculty. 	<ul style="list-style-type: none"> Narrative discussing the qualifications, expertise, service and experience (as related to the program's competencies) for each faculty was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss the qualifications, expertise, service and experience (as related to the program's competencies) for each faculty.
3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.	<ul style="list-style-type: none"> Narrative discussed that faculty who teach practice courses have a CSWE accredited MSW degree and at least two years social work practice experience. 	<ul style="list-style-type: none"> Narrative discussing that faculty who teach practice courses have a CSWE accredited MSW degree and at least two years social work practice experience was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss that faculty who teach practice courses have a CSWE accredited MSW degree and at least two years social work practice experience.
	<ul style="list-style-type: none"> Narrative discussed how faculty size is commensurate with the number and type of curricular offerings in class and field, class size, number of students and faculty teaching, scholarly and service responsibilities. 	<ul style="list-style-type: none"> Narrative discussing how faculty size is commensurate with the number and type of curricular offerings in class and field, class size, number of students and faculty teaching, scholarly and service responsibilities was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how faculty size is commensurate with the number and type of curricular offerings in class and field, class size, number of students and faculty teaching, scholarly and service responsibilities.
	<ul style="list-style-type: none"> Narrative provided evidence that full-time equivalent faculty to student faculty ratio is usually 1:25 at the BSW and 1:12 at MSW level. 	<ul style="list-style-type: none"> Narrative providing evidence that full-time equivalent faculty to student faculty ratio is usually 1:25 at the BSW and 1:12 at MSW level was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not provide evidence of full-time equivalent ratios.

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3. Implicit Curriculum

Accreditation Standard	Compliance	Concern	Noncompliance
<p>B3.3.3: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.</p>	<ul style="list-style-type: none"> • Two faculty with full-time appointment principally assigned to the baccalaureate social work program faculty were identified. • Narrative presented evidence that two or more faculty have an MSW from a CSWE accredited program or BSW from a CSWE accredited program and a doctoral degree. 	<ul style="list-style-type: none"> • ----- • Narrative presenting evidence that two or more faculty have an MSW from a CSWE accredited program or BSW from a CSWE accredited program and a doctoral degree was unclear or inadequate. 	<ul style="list-style-type: none"> • Two faculty with full-time appointment principally assigned to the baccalaureate social work program faculty were not identified. • Narrative was not provided or it did not present evidence that two or more faculty has an MSW from a CSWE accredited program or BSW from a CSWE accredited program and a doctoral degree.
<p>M3.3.3: 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>	<ul style="list-style-type: none"> • No fewer than 6 full-time principally assigned faculty with a CSWE accredited MSW to the program were identified. • Narrative presented evidence that the majority have a CSWE accredited MSW degree and a doctoral degree. 	<ul style="list-style-type: none"> • ----- • Narrative presenting evidence that the majority have a CSWE accredited MSW degree and a doctoral degree was unclear or inadequate. 	<ul style="list-style-type: none"> • No fewer than 6 full-time principally assigned faculty with a CSWE accredited MSW to the program were not identified. • Narrative was not provided or it did not present evidence that the majority have a CSWE accredited MSW degree and a doctoral degree.
<p>3.3.4: 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>	<ul style="list-style-type: none"> • Narrative described the program's workload policy. • Narrative discussed how workload supports the achievement of institutional priorities and its mission and goals. 	<ul style="list-style-type: none"> • Narrative describing the program's workload policy was unclear or inadequate. • Narrative discussing how workload supports the achievement of institutional priorities and its mission and goals was unclear or inadequate. 	<ul style="list-style-type: none"> • Narrative was not provided or it did not describe the program's workload policy. • Narrative was not provided or it did not discuss how workload supports the achievement of institutional priorities and its mission and goals.

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3. Implicit Curriculum

Accreditation Standard	Compliance	Concern	Noncompliance
<p>3.3.5: 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>	<ul style="list-style-type: none"> Narrative demonstrated that faculty engage in ongoing professional development as teachers, scholars, and practitioners in the achievement of institutional priorities and the program's mission and goals. 	<ul style="list-style-type: none"> Narrative demonstrating that faculty engage in ongoing professional development as teachers, scholars, and practitioners in the achievement of institutional priorities and the program's mission and goals was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not demonstrate that faculty engage in ongoing professional development as teachers, scholars, and practitioners in the achievement of institutional priorities and the program's mission and goals.
<p>3.3.6: The program describes how its faculty models the behavior and values of the profession in the program's educational environment.</p>	<ul style="list-style-type: none"> Narrative described how faculty model the behavior and values of the profession. 	<ul style="list-style-type: none"> Narrative describing how faculty model the behavior and values of the profession was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe how faculty model the behavior and values of the profession.

3. Implicit Curriculum

Educational Policy 3.4—Administrative 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. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.			
Accreditation Standard 3.4—Administrative Structure			
Accreditation Standard	Compliance	Concern	Noncompliance
3.4.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.	<ul style="list-style-type: none"> Narrative described the administrative structure. <hr/> <ul style="list-style-type: none"> Narrative showed how the program’s administrative structure provides autonomy. 	<ul style="list-style-type: none"> Narrative describing the administrative structure was unclear or inadequate. <hr/> <ul style="list-style-type: none"> Narrative showing how the program’s administrative structure provides autonomy was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe the administrative structure. <hr/> <ul style="list-style-type: none"> Narrative was not provided or it did not show how the program’s administrative structure provides autonomy.
3.4.2: 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.	<ul style="list-style-type: none"> Narrative described how the social work faculty is responsible for defining the program’s curriculum. 	<ul style="list-style-type: none"> Narrative describing how the social work faculty is responsible for defining the program’s curriculum was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe how the social work faculty is responsible for defining the program’s curriculum.
3.4.3: 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.	<ul style="list-style-type: none"> Narrative described how the administration and faculty of the social work program participate in formulating and implementing policies related to recruitment, hiring, retention, promotion, and tenure. 	<ul style="list-style-type: none"> Narrative describing how the administration and faculty of the social work program participate in formulating and implementing policies related to recruitment, hiring, retention, promotion, and tenure was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not describe how the administration and faculty of the social work program participate in formulating and implementing policies related to recruitment, hiring, retention, promotion, and tenure.
3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.	<ul style="list-style-type: none"> Social work program director(s) were identified. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Social work program director(s) were not identified.

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3. Implicit Curriculum

Accreditation Standard	Compliance	Concern	Noncompliance
<p>B3.4.4 (a): The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.</p>	<ul style="list-style-type: none"> • Narrative described the BSW director's leadership as a teacher, scholar, administrator and professional social worker. • Narrative documented that the director has a CSWE-accredited MSW or BSW with doctoral degree. 	<ul style="list-style-type: none"> • Narrative describing the BSW director's leadership as a teacher, scholar, administrator and professional social worker was unclear or inadequate. • Narrative documenting that the director has a CSWE-accredited MSW or BSW with doctoral degree was unclear or inadequate. 	<ul style="list-style-type: none"> • Narrative was not provided or it did not describe the BSW director's leadership as a teacher, scholar, administrator and professional social worker. • Narrative was not provided or it did not document that the director has a CSWE-accredited MSW or BSW with doctoral degree.
<p>B3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.</p>	<ul style="list-style-type: none"> • Narrative documented that the director has a full-time appointment to the social work program. 	<ul style="list-style-type: none"> • Narrative documenting that the director has a full-time appointment to the social work program was unclear or inadequate. 	<ul style="list-style-type: none"> • Narrative was not provided or it did not document that the director has a full-time appointment to the social work program.
<p>B3.4.4 (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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.</p>	<ul style="list-style-type: none"> • Narrative described the institution's procedures for providing assigned time. • Narrative demonstrated a minimum of 25% assigned time at the baccalaureate level. • Narrative demonstrated that this assigned time is sufficient. 	<ul style="list-style-type: none"> • Narrative describing the institution's procedures for providing assigned time was unclear or inadequate. • Narrative demonstrating a minimum of 25% assigned time at the baccalaureate level was unclear or inadequate. • Narrative demonstrating that this assigned time is sufficient was unclear or inadequate. 	<ul style="list-style-type: none"> • Narrative was not provided or it did not describe the institution's procedures for providing assigned time. • Narrative was not provided or it did not demonstrate a minimum of 25% assigned time at the baccalaureate level. • Narrative was not provided or it did not demonstrate that this assigned time is sufficient.

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3. Implicit Curriculum

Accreditation Standard	Compliance	Concern	Noncompliance
<p>M3.4.4 (a): The program describes the MSW 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 MSW program director have a doctoral degree, preferably in social work.</p>	<ul style="list-style-type: none"> Narrative described the MSW director's leadership as a teacher, scholar, administrator and professional social worker. Narrative documented that the director has an accredited MSW with a doctoral degree, preferably in social work. 	<ul style="list-style-type: none"> Narrative describing the MSW director's leadership as a teacher, scholar, administrator and professional social worker was unclear or inadequate. Narrative documenting that the director has an accredited MSW with a doctoral degree, preferably in social work was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe the MSW director's leadership as a teacher, scholar, administrator and professional social worker. Narrative was not provided or it did not document that the director has an accredited MSW with a doctoral degree, preferably in social work.
<p>M3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.</p>	<ul style="list-style-type: none"> Narrative documented that the director has a full-time social work program appointment. 	<ul style="list-style-type: none"> Narrative documenting that the director has a full-time social work program appointment was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not document that the director has a full-time social work program appointment.
<p>M3.4.4(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 of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.</p>	<ul style="list-style-type: none"> Narrative described the Institution's procedures for providing assigned time. Narrative demonstrated a minimum of 50% assigned time at the master's level. Narrative demonstrated that this assigned time is sufficient. 	<ul style="list-style-type: none"> Narrative describing the Institution's procedures for providing assigned time was unclear or inadequate. Narrative demonstrating a minimum of 50% assigned time at the master's level is demonstrated was unclear or inadequate. Narrative demonstrating that this assigned time is sufficient was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe the Institution's procedures for providing assigned time. Narrative was not provided or it did not demonstrate a minimum of 50% assigned time at the master's level is demonstrated. Narrative was not provided or it did not demonstrate that this assigned time is sufficient.
<p>3.4.5: The program identifies the field education director</p>	<ul style="list-style-type: none"> Field education director was identified. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Field education director was not identified.
<p>3.4.5(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.</p>	<ul style="list-style-type: none"> Narrative described the field director's ability to provide leadership (practice, field instruction, administrative, academic and professional experience). 	<ul style="list-style-type: none"> Narrative describing the field director's ability to provide leadership (practice, field instruction, administrative, academic and professional experience) was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe the field director's ability to provide leadership (practice, field instruction, administrative, academic and professional experience).

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3. Implicit Curriculum

Accreditation Standard	Compliance	Concern	Noncompliance
<p>3.4.5(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 postmaster's social work degree practice experience.</p>	<ul style="list-style-type: none"> Narrative documented that the field education director has a CSWE accredited degree and 2 years post BSW or MSW practice experience. 	<ul style="list-style-type: none"> Narrative documenting that the field education director has a CSWE accredited degree and 2 years post BSW or MSW practice experience was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not document that the field education director has a CSWE accredited degree and 2 years post BSW or MSW practice experience.
<p>B3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.</p>	<ul style="list-style-type: none"> Narrative described the institution's procedures for providing assigned time. Narrative demonstrated that field director has 25% assigned time for administrative duties. Narrative demonstrated that this time is sufficient. 	<ul style="list-style-type: none"> Narrative describing the institution's procedures for providing assigned time was unclear or inadequate. Narrative demonstrating that field director has 25% assigned time for administrative duties was unclear or inadequate. Narrative demonstrating that this time is sufficient was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe the institution's procedures for providing assigned time. Narrative was not provided or it did not demonstrate that field director has 25% assigned time for administrative duties. Narrative was not provided or it did not demonstrate that this time is sufficient.
<p>M3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.</p>	<ul style="list-style-type: none"> Narrative described the institution's procedures for providing assigned time. Narrative demonstrated that field director has 50% assigned time. Narrative demonstrated that 50% time is sufficient. 	<ul style="list-style-type: none"> Narrative describing the institution's procedures for providing assigned time was unclear or inadequate. Narrative demonstrating that field director has 50% assigned time was unclear or inadequate. Narrative demonstrating that 50% time is sufficient was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe the institution's procedures for providing assigned time. Narrative was not provided or it did not demonstrate that field director has 50% assigned time. Narrative was not provided or it did not demonstrate that 50% time is sufficient.

3. Implicit Curriculum

Educational Policy 3.5—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 support learning and professionalization of students and program improvement.			
Accreditation Standard	Compliance	Concern	Noncompliance
3.5.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.	<ul style="list-style-type: none"> Narrative described the procedures for development and administration of a sufficient and stable budget to achieve mission and goals. 	<ul style="list-style-type: none"> Narrative describing the procedures for development and administration of a sufficient and stable budget to achieve mission and goals was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe the procedures for development and administration of a sufficient and stable budget to achieve mission and goals.
	<ul style="list-style-type: none"> Budget form was submitted. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Budget form was not submitted.
3.5.2: The program describes how it uses resources to continuously improve the program and address challenges in the program's context.	<ul style="list-style-type: none"> Narrative described how resources are used to continuously improve and address challenges. 	<ul style="list-style-type: none"> Narrative describing how resources are used to continuously improve and address challenges was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe how resources are used to continuously improve and address challenges.
3.5.3: The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.	<ul style="list-style-type: none"> Narrative demonstrated sufficient support staff, other personnel, and technological resources. 	<ul style="list-style-type: none"> Narrative demonstrating sufficient support staff, other personnel, and technological resources was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not demonstrate sufficient support staff, other personnel, and technological resources.
3.5.4: The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.	<ul style="list-style-type: none"> Library form was submitted. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Library form was not submitted.
3.5.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.	<ul style="list-style-type: none"> Narrative described and demonstrated sufficient office and classroom space and/or computer-mediated access. 	<ul style="list-style-type: none"> Narrative describing and demonstrating sufficient office and classroom space and/or computer-mediated access was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe and demonstrate sufficient office and classroom space and/or computer-mediated access.
3.5.6: The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).	<ul style="list-style-type: none"> Narrative described access to assistive technology. 	<ul style="list-style-type: none"> Narrative describing access to assistive technology was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe access to assistive technology.

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard	Compliance	Concern	Noncompliance
4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).	<ul style="list-style-type: none"> Presented the plan (procedures, multiple measures, benchmarks) to assess the attainment of each of the program's competencies as operationalized through measurable practice behaviors. 	<ul style="list-style-type: none"> The plan (procedures, multiple measures, benchmarks) to assess the attainment of each of the program's competencies as operationalized through measurable practice behaviors was unclear or inadequate. 	<ul style="list-style-type: none"> Plan (procedures, multiple measures, benchmarks) to assess the attainment of each of the program's competencies as operationalized through measurable practice behaviors not presented.
4.0.2: The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.	<ul style="list-style-type: none"> Evidence of ongoing data collection and analysis was provided. Narrative discussed how data are used to affirm and /or change explicit and implicit curriculum. 	<ul style="list-style-type: none"> Evidence of ongoing data collection and analysis was unclear or inadequate. Narrative discussing how data are used to affirm and /or change explicit and implicit curriculum was unclear or inadequate. 	<ul style="list-style-type: none"> Evidence of ongoing data collection and analysis was not provided. Narrative was not provided or it did not discuss how data are used to affirm and /or change explicit and implicit curriculum.
4.0.3: The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.	<ul style="list-style-type: none"> Narrative identified how changes were made to the explicit and implicit curriculum based on analysis of data. 	<ul style="list-style-type: none"> Narrative how changes were made to the explicit and implicit curriculum based on analysis of data was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not identify how changes were made to the explicit and implicit curriculum based on analysis of data.
4.0.4: The program describes how it makes its constituencies aware of its assessment outcomes.	<ul style="list-style-type: none"> Narrative described how the program makes constituencies aware of outcomes. 	<ul style="list-style-type: none"> Narrative describing how the program makes constituencies aware of outcomes was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or did not describe how the program makes constituencies aware of outcomes.
4.0.5: The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.	<ul style="list-style-type: none"> Summary data for at least one academic year prior to the submission of the self study that implements the operational definition for each of the program's competencies were appended. 	<ul style="list-style-type: none"> ----- 	<ul style="list-style-type: none"> Summary data for at least one academic year prior to the submission of the self study that implements the operational definition for each of the program's competencies were not appended.