

Compliance, Concern and Noncompliance Statements

The Commission on Accreditation (COA) uses the Compliance, Concern, and Noncompliance Statements as a guide to consistent and complete reviews of a program's documentation of the Accreditation Standards (AS) and select Educational Policies (EP). Statements of Compliance, Concern, and Noncompliance are provided for each standard and related Educational Policy.

Statements in the Compliance column address the minimum requirements for completely and clearly meeting an accreditation standard or educational policy. Statements in the Concern column indicate how an accreditation standard or educational policy has been unclearly or inadequately addressed. Statements in the Noncompliance column note how an accreditation standard or educational policy statement has not been met or has not been addressed.

Accreditation Standard 1: Program Mission, Goals, and Objectives			
Standard	Compliance	Concern	Noncompliance
AS 1.0: The social work program has a mission appropriate to professional social work education as defined in EP 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.	<ul style="list-style-type: none"> The institution's and the program's mission statements are provided. The program provides a narrative on how the program's mission is consistent with the institution's mission and appropriate to a) purpose of professional social work education (EP 1.1, 1.2) and b) level(s) of practice (EP 2.0). 	<ul style="list-style-type: none"> The program's narrative is vague or inadequate. The program's mission appears to be inconsistent with the institution's mission. The program's mission appears to be inconsistent with purposes of social work education. The program's mission inadequately reflects educational level. 	<ul style="list-style-type: none"> No program mission. The program's mission is not consistent with the institution's mission. The program's mission is not consistent with purposes of social work education. The program's mission does not reflect educational level.
AS 1.1: The program has goals derived from its mission. These goals reflect the purposes of EP 1.1. Program goals are not limited to these purposes.	<ul style="list-style-type: none"> The goals are related to key ideas in the program's mission and to purposes of social work education (EP 1.1). The program clearly shows linkages of goals to mission. 	<ul style="list-style-type: none"> The goals are unfocused. The goals inadequately reflect the educational policy. The goals inadequately link to the program's mission. 	<ul style="list-style-type: none"> The program does not provide goal statement. The stated goals are not derived from the program mission. The stated goals are not derived from the educational policy.

Standard	Compliance	Concern	Noncompliance
AS 1.2: The program has objectives that are derived from the program goals. These objectives are consistent with EP 3. Program objectives are reflected in program implementation and continuous assessment (See AS 8).	<ul style="list-style-type: none"> • The program states objectives (EP 3). • The program demonstrates how each objective carries out, links, and derives from a program goal. • The program shows how each objective is consistent with EP 3.0 and 3.1. 	<ul style="list-style-type: none"> • The program objectives are inadequately linked to program goals. • The program objectives inadequately reflect EP. 	<ul style="list-style-type: none"> • The program does not state objectives. • The objectives are inconsistent with EP.
AS 1.3: The program makes its constituencies aware of its mission, goals, objectives and outcomes.	<ul style="list-style-type: none"> • The program demonstrates how it makes its constituents aware of its goals and objectives. 	<ul style="list-style-type: none"> • May only be evaluated in terms of compliance or noncompliance. 	<ul style="list-style-type: none"> • The program does not demonstrate how it makes its constituents aware of its goals and objectives.

Accreditation Standard 2: Curriculum

Standard	Compliance	Concern	Noncompliance
<p>AS 2.0: The curriculum is developed and organized as a coherent and integrated whole, consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.</p>	<ul style="list-style-type: none"> • The curriculum is consistent with goals and objectives. • The curriculum is a coherent and integrated whole. • The program identifies specific liberal arts requirements. • The program articulates how the curriculum is grounded in the liberal arts. 	<ul style="list-style-type: none"> • The curriculum inadequately reflects program goals and objectives. • The discussion lacks clarity. • The program inadequately identifies the specific liberal arts requirements. • The program inadequately articulates its grounding in the liberal arts. 	<ul style="list-style-type: none"> • There is no relationship between curriculum and program goals and objectives. • There is no discussion of curriculum coherence and integration. • There is no identification of specific liberal arts requirements. • There is no articulation of grounding in the liberal arts.
<p>AS B2.0.1: The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum described in EP 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.</p>	<ul style="list-style-type: none"> • The program defines its conception of generalist social work practice. • The program describes its coverage of the professional foundation curriculum as identified in the educational policy. • The program describes how generalist social work practice is addressed throughout the professional curriculum. 	<ul style="list-style-type: none"> • The program's conception of generalist social work practice is unclear or inadequately conceptualized. • The program inadequately describes its components of the professional foundation curriculum. • The program inadequately describes how generalist social work practice is addressed throughout the professional foundation curriculum 	<ul style="list-style-type: none"> • The program does not define its conception of generalist social work. • The program does not describe components of the professional foundation curriculum. • The program does not describe how generalist practice is addressed throughout the professional foundation curriculum.

Standard	Compliance	Concern	Noncompliance
<p>AS M2.0.1: The program describes its coverage of the foundation and advanced curriculum content, identified in EP 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes a) concentration objectives, b) a conceptual framework built on relevant theories, c) curriculum design and content, and d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.</p>	<ul style="list-style-type: none"> • The program describes its coverage of the professional foundation and advanced curriculum content as identified in EP. • The program defines its conception of professional foundation and advanced curriculum of social work practice. • The program describes how advanced curriculum is built from the professional foundation. • The program demonstrates how the depth, breadth, and specificity of the advanced curriculum is addressed in relation to the professional foundation. 	<ul style="list-style-type: none"> • The program's description of its coverage of the professional foundation and advanced curriculum content as identified in EP is unclear or inadequately conceptualized. • The program's description of its conception of professional foundation and advanced curriculum of social work practice is unclear or inadequately conceptualized. • The program's description of how the advanced curriculum is built from the professional foundation is unclear or inadequately conceptualized. <p>The program's demonstration of how the depth, breadth, and specificity of advanced curriculum are addressed in relation to the professional foundation is unclear or inadequately conceptualized.</p>	<ul style="list-style-type: none"> • The program does not describe its coverage of the professional foundation and advanced curriculum content and identified in the EP. • The program does not describe its conception of its professional foundation and advanced curriculum of social work practice. • The program does not describe how advanced curriculum is built from the professional foundation. • The program does not demonstrate how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

Standard	Compliance	Concern	Noncompliance
<p>EP 4 (4.0-4.7) and EP 5: All social work programs provide foundation content in the following areas: values and ethics; diversity; populations-at-risk and social and economic justice; human behavior and the social environment; social welfare policy and services; social work practice; research; and field education. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values and ethics of the social work profession.</p> <p>EP 5—In the advanced master’s concentration year the content areas are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.</p>	<ul style="list-style-type: none"> • All 8 content areas are covered in the foundation curriculum and in greater depth, breadth and specificity in the concentration curriculum (if applicable). • The curriculum is related to the program mission, goals, and objectives, and to the social work profession. 	<ul style="list-style-type: none"> • Some or all content areas are not fully developed; curriculum is minimally related to program mission, goals, and objectives. 	<ul style="list-style-type: none"> • Program does not include all content areas for each applicable educational level or does not relate curriculum to program mission, goals, and objectives.
<p>AS 2.1: Program administers field education consistent with program goals and objectives (EP 4.7 and 5 above).</p>	<ul style="list-style-type: none"> • The program’s description of the field education component is consistent with program goals and objectives (EP4.7 and 5). 	<ul style="list-style-type: none"> • The program description of its field education component’s consistency with the program goals and objectives is limited, vague or inadequate. 	<ul style="list-style-type: none"> • The program’s field education component is not consistent with the program’s goals and objectives.
<p>AS 2.1.1: The program provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.</p>	<ul style="list-style-type: none"> • The program requires baccalaureate degree students to complete a minimum of 400 hours of field education and master’s degree students to complete a minimum of 900 hours of field education. 	<ul style="list-style-type: none"> • The program does not clearly specify the minimum number of hours required for baccalaureate or master’s students in the field. 	<ul style="list-style-type: none"> • The program does not require baccalaureate students to complete a minimum of 400 hours of field education or master’s students to complete a minimum of 900 hours of field education.

Standard	Compliance	Concern	Noncompliance
AS 2.1.2: The program admits only those students who have met the program's specified criteria for field education.	<ul style="list-style-type: none"> • The program has specified criteria for field education and admits to field education only those students who have met the program's specified criteria. 	<ul style="list-style-type: none"> • The program criteria for field education lack clarity. • The program does not consistently adhere to its specified criteria for student admission to the field. 	<ul style="list-style-type: none"> • The program does not have specified criteria for field education. • Students are not admitted to the field in accordance with specified criteria.
AS 2.1.3: The program specifies policies, criteria, and procedures for: selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and effectiveness in providing field instruction.	<ul style="list-style-type: none"> • The program has written policies, criteria, and procedures for: <ol style="list-style-type: none"> 1. Selecting agencies and field instructors; 2. Placing and monitoring students; 3. Maintaining field liaison contacts with agencies; and 4. Evaluating student learning and agency effectiveness in providing field instruction 	<ul style="list-style-type: none"> • The program policies, criteria, and procedures are incomplete or inadequate in regard to: <ol style="list-style-type: none"> 1. Selecting agencies and field instructors; 2. Placing and monitoring students; 3. Maintaining field liaison contacts with agencies; and 4. Evaluating student learning and agency effectiveness in providing field instruction. 	<ul style="list-style-type: none"> • The program does not have written policies, criteria, or procedures for: <ol style="list-style-type: none"> 1. Selecting agencies and field instructors; 2. Placing and monitoring students; 3. Maintaining field liaison contacts with agencies; and 4. Evaluating student learning and agency effectiveness in providing field instruction
AS 2.1.4: The program specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.	<ul style="list-style-type: none"> • The program demonstrates that field instructors for CSWE-baccalaureate students hold an accredited baccalaureate or master's social work degree. • The program demonstrates that field instructors for master's students hold a CSWE-accredited master's social work degree. • The program describes how it reinforces a social work perspective when field instructors do not hold a 	<ul style="list-style-type: none"> • The program provides inadequate evidence that degree requirements are met. • The program inadequately describes how it 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"> • The field instructors for baccalaureate students do not hold a CSWE-accredited baccalaureate or master's degree. • The field instructors for master's students do not hold a CSWE-accredited master's social work degree. • The program does not demonstrate how it reinforces a social work perspective when field instructors fail to hold a CSWE-accredited baccalaureate or master's social work degree.

Standard	Compliance	Concern	Noncompliance
AS 2.1.4 (continued)	CSWE-accredited baccalaureate or master's social work degree		
AS 2.1.5: The program provides orientation, field instruction training, and continuing dialogue with agencies and field instructors.	<ul style="list-style-type: none"> • The program provides orientation and field instruction training. • The program has continuing dialogue with agencies and field instructors. 	<ul style="list-style-type: none"> • Orientation and field instruction training is not provided on a regular basis. • The program's dialogue with agencies and field instructors does not appear to be ongoing. 	<ul style="list-style-type: none"> • The program does not provide orientation and field instruction training. • The program does not carry out continuing dialogue with agencies and field instructors.
AS 2.1.6: The program develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.	<ul style="list-style-type: none"> • The program has written policies regarding field placements in an agency in which the student is also employed. • Student assignments and field instruction differ from those responsibilities and supervision associated with the student's employment. • The program policies are followed. 	<ul style="list-style-type: none"> • The program's policies regarding field placements in an agency in which the student is also employed are inadequate and incomplete. • Student assignments and field instruction are insufficiently distinguished from those responsibilities and supervision associated with the student's employment. • Policies are inconsistently followed. 	<ul style="list-style-type: none"> • The program does not have specified written policies regarding field placements in an agency in which the student is also employed. • Student assignments and supervision do not differ from the student's employment responsibilities and supervision associated with employment. • Policies specified by the program are not followed.

Accreditation Standard 3: Program Governance, Administrative Structure, and Resources

Standard	Compliance	Concern	Noncompliance
AS 3.0: The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.	<ul style="list-style-type: none"> The program has decision-making responsibility for key tasks such as resources, workload formula, personnel assignment and program vision. 	<ul style="list-style-type: none"> The program has limited decision-making responsibility for key tasks. 	<ul style="list-style-type: none"> The program has no decision-making responsibility for key tasks.
AS 3.0.1: The social work faculty defines program curriculum consistent with the EP and AS and the institution's policies.	<ul style="list-style-type: none"> The social work faculty defines and maintains oversight of social work curriculum. 	<ul style="list-style-type: none"> The curriculum oversight is vague or informal. 	<ul style="list-style-type: none"> The faculty does not have oversight of social work curriculum.
AS 3.0.2: 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"> The social work faculty and administration participate in formulating and implementing policies related to social work faculty recruitment, hiring, retention, promotion and tenure. 	<ul style="list-style-type: none"> The social work faculty and administration inadequately participate in program personnel decisions. 	<ul style="list-style-type: none"> The social work administration and faculty have no role in formulating and implementing social work personnel process.
AS 3.0.3: The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.	<ul style="list-style-type: none"> The chief administrator has demonstrated leadership ability. 	<ul style="list-style-type: none"> The discussion of the leadership ability of the chief administrator is unclear. 	<ul style="list-style-type: none"> The chief administrator lacks demonstrated leadership ability.
ASB3.0.3: At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree 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.	<ul style="list-style-type: none"> The chief administrator of the social work program has a CSWE-accredited master's degree, with a doctoral degree preferred OR a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator without these qualifications has a COA waiver. 	<ul style="list-style-type: none"> May only be evaluated in terms of compliance or noncompliance. 	<ul style="list-style-type: none"> The chief administrator does not have the appropriate degrees. The chief administrator has not obtained a COA waiver.

Standard	Compliance	Concern	Noncompliance
<p>ASM3.0.3: At the master's level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.</p>	<ul style="list-style-type: none"> • The chief administrator of the social work program has a CSWE-accredited master's degree, with a doctoral degree preferred • The chief administrator without these qualifications has a COA waiver. 	<ul style="list-style-type: none"> • May only be evaluated in terms of compliance or noncompliance. 	<ul style="list-style-type: none"> • The chief administrator does not have the appropriate degrees. • The chief administrator has not obtained a COA waiver.
<p>AS 3.0.4: The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.</p>	<ul style="list-style-type: none"> • The chief administrator has full-time appointment in the program. • The chief administrator has sufficient assigned time for leadership to the program. 	<ul style="list-style-type: none"> • Discussion of appointment or assigned time to the program is unclear. 	<ul style="list-style-type: none"> • Chief administrator does not have full-time appointment to the program. • Chief administrator does not have sufficient assigned time for responsibilities in the program.
<p>AS 3.0.5: The field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years post-baccalaureate or post-master's social work degree practice experience.</p>	<ul style="list-style-type: none"> • The field director has a master's degree from a CSWE-accredited program. • The field director has 2 years post-degree experience. 	<ul style="list-style-type: none"> • The information on degree or post-degree experience is not clearly provided. 	<ul style="list-style-type: none"> • The field director does not have a master's degree from a CSWE-accredited program. • The field director does not have 2 years post-degree experience.
<p>AS 3.0.6: The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.</p>	<ul style="list-style-type: none"> • The field director has full-time appointment to the program. • The field director has sufficient assigned time. 	<ul style="list-style-type: none"> • The information on appointment or assignment is not clearly provided. 	<ul style="list-style-type: none"> • The field director does not have a full-time appointment. • The field director does not have sufficient assigned time for field responsibility.

Standard	Compliance	Concern	Noncompliance
AS 3.1: The social work program has sufficient resources to achieve program goals and objectives.	<i>(Addressed below)</i>	<i>(Addressed below)</i>	<i>(Addressed below)</i>
AS 3.1.1: The program has sufficient support staff, other personnel, and technological resources to support program functioning.	<ul style="list-style-type: none"> • Within the institutional context, the program describes the allocation of support staff, other personnel, and technical resources. • Within the institutional context, the program has adequate resources to meet program goals and objectives. 	<ul style="list-style-type: none"> • The information provided is inadequate or vague. 	<ul style="list-style-type: none"> • Within the institutional context, the program's support staff, other personnel, and technological resources do not assure program functioning.
AS 3.1.2: The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.	<ul style="list-style-type: none"> • Within the institutional context, the program demonstrates sufficient and stable budgetary allocation. • The program describes its procedure for budget development and administration. 	<ul style="list-style-type: none"> • The budget allocation discussion is unclear or vague. • The program provides inadequate evidence of participation in the budgetary process. 	<ul style="list-style-type: none"> • Within the institutional context, the program's financial support does not assure program planning. • Within the institutional context, the program has inadequate influence to assure achievement of program goals and objectives.
AS 3.1.3: The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.	<ul style="list-style-type: none"> • Within the institutional context, the program demonstrates comprehensive library holdings and electronic access. • Within the institutional context, the program demonstrates access to other informational and educational resources. 	<ul style="list-style-type: none"> • The information provided is inadequate or vague. 	<ul style="list-style-type: none"> • Within the institutional context, the program's library holdings and electronic access do not assure achievement of program goals and objectives. • Within the institutional context, access to other informational and educational resources does not assure achievement of program goals and objectives.

Standard	Compliance	Concern	Noncompliance
<p>AS 3.1.4: The program has sufficient office and classroom space, computer-mediated access, or both, to achieve the program's goals and objectives.</p>	<ul style="list-style-type: none"> • Within the institutional context, the program demonstrates it has sufficient offices and classrooms and computer-mediated access to meet program goals and objectives. 	<ul style="list-style-type: none"> • There is question about the adequacy of space and/or computer-mediated access. 	<ul style="list-style-type: none"> • Within the institutional context, the program's space and computer-mediated access is inadequate to assure achievement of program's goals and objectives.
<p>AS 3.1.5: The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, print, books on tape, assistive learning systems).</p>	<ul style="list-style-type: none"> • Within the institutional context, the program demonstrates that it has sufficient assistive technology to meet program goals and objectives. 	<ul style="list-style-type: none"> • There is question about the sufficiency of assistive technology. 	<ul style="list-style-type: none"> • Within the institutional context, the program's assistive technology does not allow the program to meet its goals and objectives.

Accreditation Standard 4			
Standard	Compliance	Concern	Noncompliance
AS 4.0: The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence and range of expertise in social work education and practice to achieve program goals and objectives. The program has sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.	<ul style="list-style-type: none"> • All faculty are qualified. • There are full-time faculty assigned to the program. • The program has sufficient FTE faculty-to-student ratios to meet program goals and objectives. 	<ul style="list-style-type: none"> • The information provided is vague or unclear. 	<ul style="list-style-type: none"> • Not all faculty are qualified. • There are inadequate full-time faculty assigned to the program. • The program's FTE faculty-to-student ratio is inadequate to meet goals and objectives.
AS 4.1: The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives	<ul style="list-style-type: none"> • The program demonstrates how part-time faculty assist in achieving goals and objectives. 	<ul style="list-style-type: none"> • The program has inadequately justified the use of part-time faculty. 	<ul style="list-style-type: none"> • The program does not demonstrate how part-time faculty assist in achieving goals and objectives.
AS 4.2: 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.	<ul style="list-style-type: none"> • See B4.2.1 or M4.2.1 below. 	<ul style="list-style-type: none"> • See B4.2.1 or M4.2.1 below 	<ul style="list-style-type: none"> • See B4.2.1 or M4.2.1 below
AS B4.2.1: The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.	<ul style="list-style-type: none"> • The program has a minimum of two full-time faculty possessing master's degrees from a CSWE-accredited program with a full-time appointment to the social work program. 	<ul style="list-style-type: none"> • The information regarding faculty is vague and unclear. 	<ul style="list-style-type: none"> • There is less than the minimum number who possess the appropriate degree.

Standard	Compliance	Concern	Noncompliance
<p>AS M4.2.1: The master's social work program has a minimum of six full-time faculty with master's social work degrees from CSWE-accredited programs and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.</p>	<ul style="list-style-type: none"> • The program has a minimum of six full-time faculty with master's social work degrees from CSWE-accredited programs whose principal assignment is to the graduate social work program. • The majority of full-time faculty have a CSWE-accredited master's social work and doctoral degrees. 	<ul style="list-style-type: none"> • The information regarding faculty is vague and unclear. 	<ul style="list-style-type: none"> • There is less than the minimum number of faculty who possess the degrees. • The majority of the graduate social work program faculty do not have a degree from a CSWE-accredited master's social work program and a doctoral degree.
<p>AS 4.3: Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.</p>	<ul style="list-style-type: none"> • Faculty who teach a required practice course have a CSWE-accredited master's social work degree and post-social work degree experience. • Faculty without these qualifications have a COA waiver. 	<ul style="list-style-type: none"> • The information regarding faculty who teach practice is vague and unclear. 	<ul style="list-style-type: none"> • One or more faculty who teach required practice courses do not meet qualifications or have a COA waiver.
<p>AS 4.4: The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives</p>	<ul style="list-style-type: none"> • Within the context of the institution, the program has a workload policy sufficient to meet its goals and objectives. 	<ul style="list-style-type: none"> • The information regarding faculty workload is vague and unclear 	<ul style="list-style-type: none"> • Within the context of the institution, the program does not have a workload policy sufficient to meet its goals and objectives.

Accreditation Standard 5: Student Professional Development

Standard	Compliance	Concern	Noncompliance
AS 5.0: The program has admissions criteria and procedures that reflect the program's goals and objectives.	<ul style="list-style-type: none"> • The program has written criteria and procedures for admission to the program. 	<ul style="list-style-type: none"> • The program admission criteria and procedures are unclear or inconsistent with program goals. 	<ul style="list-style-type: none"> • The program has no admissions criteria or procedures for admissions.
AS M5.1: Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.	<ul style="list-style-type: none"> • The program demonstrates (provides evidence) that candidates for admission to the master's program hold bachelor's degrees. 	<ul style="list-style-type: none"> • May only be evaluated in terms of compliance or noncompliance. 	<ul style="list-style-type: none"> • There is no evidence that only students with bachelor's degree are admitted to the master's program.
AS 5.2: The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.	<ul style="list-style-type: none"> • The program has a written policy that it does not grant social work course credit for life or work experience. 	<ul style="list-style-type: none"> • The policy is not published in program documents. 	<ul style="list-style-type: none"> • No policy exists. • The written policy exists, but it is not implemented.
AS 5.3: In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat the content.	<i>(Addressed below)</i>	<i>(Addressed below)</i>	<i>(Addressed below)</i>
AS 5.3.1: The program has written policies and procedures concerning the transfer of credits.	<ul style="list-style-type: none"> • The program has written policies and procedures concerning the transfer of credits. 	<ul style="list-style-type: none"> • The policies are not in published program documents. 	<ul style="list-style-type: none"> • The program has no written policies concerning the transfer of credits. • The policy is not implemented.

Standard	Compliance	Concern	Noncompliance
AS M5.3.2: Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.	<ul style="list-style-type: none"> The program grants advanced standing only to graduates of a CSWE-accredited baccalaureate program. 	(May only be evaluated in terms of compliance or non compliance)	<ul style="list-style-type: none"> The program grants advanced standing to graduates of baccalaureate programs not accredited by CSWE.
AS 5.4: The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.	<ul style="list-style-type: none"> The program describes and provides its advising policies and procedures. The program describes professional advising performed by faculty, staff, or both. 	<ul style="list-style-type: none"> The program description of advising policies and procedures is unclear or inadequate. 	<ul style="list-style-type: none"> The program does not provide or describe its advising policies and procedures. Professional advising is not done by faculty or staff.
AS 5.5: The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.	<ul style="list-style-type: none"> The program has written policies and procedures specifying student rights and responsibilities. The program provides opportunities and encourages students to organize in their interests. 	<ul style="list-style-type: none"> The program's policies and procedures for students' rights and responsibilities are unclear or inadequate. Evidence of student participation and opportunities to organize is unclear. 	<ul style="list-style-type: none"> The program does not document its policies and procedures. There is no evidence of student participation or opportunities to organize.
AS 5.6: The program informs students of its criteria for evaluating their academic and professional performance.	<ul style="list-style-type: none"> The program documents, such as course syllabi and field manual, reflect the criteria for evaluating students' academic and professional performance. 	<ul style="list-style-type: none"> The program documents' criteria are unclear or inadequate. 	<ul style="list-style-type: none"> The program does not publish its criteria in program documents, such as syllabi and field manual
AS 5.7: The program has 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"> The program has written policies and procedures for terminating student enrollment in the social work program. The policies are consistently implemented. 	<ul style="list-style-type: none"> The policies and procedures for termination in the program documents are unclear or inadequate. The policies are inconsistently implemented. 	<ul style="list-style-type: none"> The program does not have policies and procedures for terminating students' enrollment. The policies are not implemented.

Accreditation Standard 6: Nondiscrimination and Human Diversity

Standard	Compliance	Concern	Noncompliance
<p>AS 6.0: The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.</p>	<ul style="list-style-type: none"> • The program describes the efforts it makes to provide a learning context that models respect and understanding for persons of diverse backgrounds, such as: speakers, seminars, and special programs; research and other initiatives. • The program describes its efforts to provide a learning context that is nondiscriminatory, such as selection of faculty, staff, students and field settings. • The program describes its specific and continuous efforts to improve the quality of the learning context. 	<ul style="list-style-type: none"> • The program description is unclear on efforts to provide a learning context that models respect for diversity. • The program description of its efforts to provide a learning context that is non-discriminatory is unclear or inadequate. • The program description of its specific and continuous efforts to improve the quality of the learning context is unclear or inadequate. 	<ul style="list-style-type: none"> • The program does not describe the efforts it makes to provide a learning environment that models respect for diversity. • The program does not describe its efforts to provide a learning context that is non-discriminatory.

Accreditation Standard 7: Program Renewal

Standard	Compliance	Concern	Noncompliance
<p>AS 7.0: The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.</p>	<ul style="list-style-type: none"> • The program has mechanisms in place for engaging in ongoing exchanges with its external constituencies and has identified these constituencies. 	<ul style="list-style-type: none"> • The program’s description of exchanges is unclear or inadequate. 	<ul style="list-style-type: none"> • The program does not engage in ongoing exchanges with its external constituencies.
<p>AS 7.1: The program’s faculty engages in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.</p>	<ul style="list-style-type: none"> • The program describes faculty research, scholarship, or other creative activities relevant to the profession. 	<ul style="list-style-type: none"> • The program description of faculty research, scholarship, or other creative activities relevant to the profession is unclear or inadequate. 	<ul style="list-style-type: none"> • The program faculty are not involved in research, scholarship, or other creative activities relevant to the profession.
<p>AS 7.2: The program seeks opportunities for innovation and provides leadership within the profession and the academic community.</p>	<ul style="list-style-type: none"> • The program describes its involvement in innovative and leadership activities within the professional and academic communities 	<ul style="list-style-type: none"> • The description of innovation and leadership activities is unclear or inadequate. 	<ul style="list-style-type: none"> • The program is not involved with innovative and leadership activities in the academic community.

Accreditation Standard 8: Program Assessment and Continuous Improvement

Standard	Compliance	Concern	Noncompliance
<p>AS 8.0: The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.</p>	<ul style="list-style-type: none"> • The program has a clearly developed assessment plan. • There are methods and procedures for evaluating the outcome of each program objective 	<ul style="list-style-type: none"> • The program’s assessment plan is unclear or inadequate. • The methods and procedures for evaluating the outcome of each program objective are unclear or inadequate. 	<ul style="list-style-type: none"> • The program does not have an assessment plan. • The measurement methods and procedures for evaluating the outcomes of all objectives are not identified.
<p>AS 8.1: The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve its educational program.</p>	<ul style="list-style-type: none"> • The program presents the findings for evaluating each program objective. • The program shows how findings are used to affirm and improve the program. 	<ul style="list-style-type: none"> • The program implementation of its evaluation plan is unclear or inadequate. • The program inadequately shows how the findings are used to improve or affirm the program 	<ul style="list-style-type: none"> • The program does not present its findings for evaluating all program objectives. • The program does not use findings to improve or affirm the program.