**Self-Study/Benchmark Team Approach Grid**

**Department of Social Work Accreditation**

**Council on Social Work Education**

The Department of Social Work Accreditation (DOSWA) encourages all administrators, full-time and part-time faculty, staff, students, field instructors, board members and other relevant program stakeholders to understand and actively participate in the accreditation process. Continuous accreditation efforts, including periodic reaffirmation reviews, are owned by and affect the entire program. Thus, team-based approaches are highly recommended. Programs are solely responsible for maintaining compliance with the EPAS.

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The purposes of accreditation are:

* quality assurance;
* academic improvement; and
* public accountability.

The process expands beyond quality control. It's a developmental, reflective, and renewal process by which administrators, full-time and part-time faculty, staff, students, field instructors, board members and other program stakeholders craft excellent educational experiences to prepare competent social work practitioners.

CSWE’s Commission on Accreditation (COA) is recognized by the Council for Higher Education Accreditation (CHEA) as the sole accrediting agency for social work education in the United States and its territories. The COA has established an intentional programmatic peer review accreditation model. COA members review program’s documents, issue letters of instructions to site visitors, visit and provide constructive feedback to new programs, and set the standards for the next decade of social work education. Learn more about the COA’s structure, policies, and procedures in the EPAS Handbook at [www.cswe.org](http://www.cswe.org).

***Note:*** *This is an optional tool developed by the DOSWA to assist in EPAS alignment and the self-study/benchmark writing process. This tool may be helpful in delegating efforts to complete the self-study for reaffirmation or the benchmark for candidacy. It is not a required form nor required for compliance with the accreditation standards. Feel free to edit, modify, or alter this grid to assist your team in implementing a new set of standards or writing an accreditation document.*

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| **2015 EPAS****Standard** | **Primary Writer** | **Editor\*** | **1st Draft Due to Primary Writer/Editor** | **Suggested Changes to Align with EPAS** | **2nd Draft Due to Primary Writer/Editor** | **Suggested Changes to Align with EPAS** | **Final Version Due to Primary Writer/Editor** |
| **1.0**Program Mission and Goals |  |  |  |  |  |  |  |
| **B/M 2.0**Generalist Practice |  |  |  |  |  |  |  |
| **M2.1**Specialized Practice |  |  |  |  |  |  |  |
| **2.2**Field Education |  |  |  |  |  |  |  |
| **3.0**Diversity |  |  |  |  |  |  |  |
| **3.1**Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation |  |  |  |  |  |  |  |
| **3.2**Faculty |  |  |  |  |  |  |  |
| **3.3**Administrative Structure |  |  |  |  |  |  |  |
| **3.4**Resources |  |  |  |  |  |  |  |
| **4.0**Assessment |  |  |  |  |  |  |  |

*\*Consider selecting a final editor to review the entire accreditation document and give the narrative one consistent voice.*