A picture containing text, clipart

Description automatically generated

**Board of Accreditation (BOA)**

**Department of Social Work Accreditation (DOSWA)**

*Baccalaureate and Master’s Social Work Program Accreditation*

**2022 EPAS | BOA Review Tool (Optional)**

***For Internal Use Only***

**Directions:** Click to expand the applicable review type and use this tool to help organize citations and notes while reviewing programs during candidacy visits or while reviewing for a decision. This tool is for internal use only to prepare for candidacy visits or document reviews and should not be shared with programs. It may cause confusion if visitors share their notes with programs as it is not their official report.

# Benchmark 1 Review

**Benchmark 1 Approval Standards**

**Accreditation Standard 1.0: Program Mission**

| *Accreditation Standard 1.0.1* | Concern? | Notes |
| --- | --- | --- |
| *The program has a program-level mission statement that is consistent with the profession’s purpose and values. Institutions with accredited baccalaureate and master’s programs have a separate mission statement for each program.*   1. The program provides the program-level mission statement. 2. The program describes how the program’s mission statement is consistent with the profession’s purpose and values, as described in Educational Policy 1.0. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 1.0.2* | Concern? | Notes |
| --- | --- | --- |
| *The program’s mission statement is consistent with the program’s context.*   1. The program describes its context, including a description of its program options. 2. The program describes how the program mission statement is consistent with the program’s context, as described in Educational Policy 1.0. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 3.1: Generalist Practice**

| *Accreditation Standard 3.1.1* | Concern? | Notes |
| --- | --- | --- |
| *The program’s generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.*   1. The program provides a rationale for its generalist practice curriculum design. 2. The program describes how its generalist practice curriculum integrates classroom and field. 3. The program describes how its generalist practice curriculum is informed by the professional practice community. 4. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard M3.2: Specialized Practice**

| *Accreditation Standard M3.2.1 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).*   1. The program provides its area(s) of specialized practice, as described in Educational Policy M3.2. 2. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.2.2 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program’s area(s) of specialized practice builds on elements of generalist practice.*   1. The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.2.3 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program’s specialized practice curriculum integrates classroom and field and is informed by the professional practice community.*   1. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design. 2. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field. 3. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community. 4. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admission**

| *Accreditation Standard 4.1.1* | Concern? | Notes |
| --- | --- | --- |
| *The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.*   1. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard B4.1.2 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.*   1. The program provides its:   i. criteria for admission;  ii. process for the evaluation of applications;  iii. admission decision types; and  iv. process for the notification of each decision type.   1. The program describes how the admission criteria and processes are articulated. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.1.2 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.*   1. The program provides its: 2. criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization; 3. process for the evaluation of applications; 4. admission decision types; and 5. process for the notification of each decision type. 6. The program describes how these admission criteria and processes are articulated. 7. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.1.3 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level.*   1. The program provides its policy for awarding advanced standing. 2. The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.1.4* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies for the transfer of social work course credit.*   1. The program provides its policies for the transfer of social work course credit. 2. The program describes how these policies are articulated. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.2: Faculty**

| *Accreditation Standard B4.2.1 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program.*   1. The program submits Form AS 4.2.1. 2. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member. 3. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program. 4. The program includes faculty for all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.2.1 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*   1. The program submits Form AS 4.2.1. 2. The program submits a Faculty Data Form for each full- and part-time master’s social work program faculty member. 3. The program identifies the total number of full-time faculty whose principal assignment is to the master’s program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program and a doctoral degree. 4. The program includes faculty for all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.3: Administrative and Governance Structure**

| *Accreditation Standard 4.3.4(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master’s social work programs have a separate director appointed for each program.*   1. The program identifies the program director who administers all program options. 2. The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer. 3. Institutions with accredited baccalaureate and master’s programs identify the separate directors appointed to each program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.4(b) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate program director has a master’s degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.*   1. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program. 2. The program describes the program director’s ability to provide leadership to the social work program. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.4(b) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s program director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.*   1. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program. 2. The program describes the program director’s ability to provide leadership to the social work program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.4(c) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.*   1. The program provides the program director’s workload. 2. The program describes the procedures for calculating the program director’s assigned time to administer the baccalaureate social work program. 3. The program provides the program director’s percentage of assigned time to administer the baccalaureate social work program. 4. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.4(c) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program. a. The program provides the program director’s workload.*   1. The program describes the procedures for calculating the program director’s assigned time to administer the master’s social work program. 2. The program provides the program director’s percentage of assigned time to administer the master’s social work program. 3. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.5(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master’s social work programs may have the same field education director appointed to both programs.*   1. The program identifies the field education director, who administers all program options. 2. The program provides documentation that the field education director has a full-time appointment to social work. 3. Institutions with both accredited baccalaureate and master’s social work programs identify the field education director for each program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.5(b) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.*   1. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. 2. The program describes the field director’s ability to provide leadership to the field education program. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.5(b) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.*   1. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. 2. The program describes the field director’s ability to provide leadership to the field education program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.5(c) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.*   1. The program provides the field education director’s workload. 2. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program. 3. The program provides the field education director’s percentage of assigned time to administer the field education program. 4. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.5(c) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.*   1. The program provides the field education director’s workload. 2. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program. 3. The program provides the field education director’s percentage of assigned time to administer the field education program. 4. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.4: Resources**

| *Accreditation Standard 4.4.1* | Concern? | Notes |
| --- | --- | --- |
| *The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.*   1. The program describes the process for budget development and administration it uses to:   i. achieve its mission, and  ii. continuously improve the program.   1. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master’s social work program. 2. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.4.4* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.*   1. The program describes its:   i. technological access;  ii. technology support; and  iii. office and classroom space (if applicable).   1. The program describes whether these resources are sufficient to achieve its mission. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.4.5* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.*   1. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:   i. supportive technology,  ii. student services, and  iii. physical spaces (if applicable).   1. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students. 2. The program addresses all program options. | Yes  No | Insert text here |

**Benchmark 1 Draft Standards (Approval at Benchmark 2)**

**Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

| *Accreditation Standard 2.0.1* | Concern? | Notes |
| --- | --- | --- |
| *The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.*   1. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 2.0.2* | Concern? | Notes |
| --- | --- | --- |
| *The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.*   1. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0. 2. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 3.1: Generalist Practice**

| *Accreditation Standard 3.1.2* | Concern? | Notes |
| --- | --- | --- |
| *The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).*   1. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable). 2. The program submits Form AS 3.1.2. 3. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice. 4. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard M3.2: Specialized Practice**

| *Accreditation Standard M3.2.4 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program’s specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).*   1. For each area of specialized practice, the program submits Form AS M3.2.4. 2. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 3.3: Field Education**

| *Accreditation Standard 3.3.1* | Concern? | Notes |
| --- | --- | --- |
| *The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.*   1. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:   i. individuals,  ii. families,  iii. groups,  iv. organizations, and  v. communities.   1. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.3.2 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.*   1. The program identifies the relevant system level(s) for each area of specialized practice. 2. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.3* | Concern? | Notes |
| --- | --- | --- |
| *The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.*   1. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master’s programs. 2. The program describes how its field hour requirement is articulated to students and field personnel. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.4* | Concern? | Notes |
| --- | --- | --- |
| *The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.*   1. The program describes the field education program’s process for: 2. identifying, approving, and engaging with field education settings; 3. orienting and engaging with field instructors; and 4. evaluating field instructor and field education setting effectiveness. 5. The program describes how these processes are articulated to students and field personnel. 6. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.5* | Concern? | Notes |
| --- | --- | --- |
| *The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).*   1. The program describes the field education program’s process for:   i. orienting students;  ii. placing students;  iii. monitoring and supporting student learning;  iv. implementing student safety protocols; and  v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).   1. The program describes how these processes are articulated to students and field personnel. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard B3.3.6 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master’s degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.*   1. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience. 2. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. 3. The program describes how these processes are articulated to students and field personnel. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.3.6 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program ensures that all master’s students receive field supervision from an individual who holds a master’s degree in social work from a CSWE-accredited program and who has at least two years of post-master’s social work degree practice experience in social work.*   1. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience. 2. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. 3. The program describes how these processes are articulated to students and field personnel. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.7* | Concern? | Notes |
| --- | --- | --- |
| *The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.*   1. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program’s policy includes:    1. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);    2. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and    3. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment. 2. The program describes how these policies are articulated to students and field personnel. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation**

**Advising, Retention, and Termination**

| *Accreditation Standard 4.1.6* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.*   1. The program provides its policy for academic advising. 2. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.1.7* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.*   1. The program provides its policies for evaluating academic performance. 2. The program provides its policies for evaluating professional performance. 3. The program provides its policies for student termination from the program. 4. The program provides its policies related to due process for reasons of academic performance. 5. The program provides its policies related to due process for reasons of professional performance. 6. The program provides its policies related to due process for reasons of student termination from the program. 7. The program describes how these policies are articulated. 8. The program addresses all program options. | Yes  No | Insert text here |

**Student Participation**

| *Accreditation Standard 4.1.8* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.*   1. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum. 2. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.4: Resources**

| *Accreditation Standard 4.4.2* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient support staff to carry out its educational activities and achieve its mission.*   1. The program describes its support staff or other personnel structure. 2. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.4.3* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.*   1. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources. 2. The program describes whether its library resources are sufficient to achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 5.0: Assessment**

| *Accreditation Standard 5.0.1(a)* | Concern? | Notes |
| --- | --- | --- |
| ***Accreditation Standard 5.0.1(a):*** *The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master’s social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.*   1. The program submits Form AS 5.0.1(a). 2. The plan includes:   i. description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;  ii. how each instrument is implemented;  iii. when each competency is assessed;  iv. by whom each competency is assessed;  v. an explanation of the expected level of student achievement, including:   * the expected level of achievement of each competency and for each instrument; * how the program calculates student achievement for each instrument; and * how the program calculates student achievement for each competency, including all instruments used.   vi. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials.   1. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(c)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.*   1. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). 2. **Addressed below in “Benchmark 1 Draft Standards (Approval at Benchmark 3)”** 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.2(a):* | Concern? | Notes |
| --- | --- | --- |
| *The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum*.   1. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2. 2. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved. 3. The program explains its data collection procedures. 4. The program provides copies of all instruments used to assess ADEI efforts. 5. The program addresses all program options. | Yes  No | Insert text here |

**Benchmark 1 Draft Standards (Approval at Benchmark 3)**

**Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation**

**Accreditation Standard 4.2: Faculty**

| *Accreditation Standard 4.2.2* | Concern? | Notes |
| --- | --- | --- |
| *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 post-master’s social work degree practice experience in social work.*   1. The program identifies its social work practice courses. 2. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials. 3. The program includes faculty and practice courses for all program options. | Yes  No | Insert text here |

| *Accreditation Standard B4.2.3 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*   1. The program provides its full-time equivalent faculty-to-student ratio. 2. The program describes how this ratio is calculated. 3. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3). 4. The program’s calculation is inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.2.3 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *Inclusive of all program options, the master’s program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*   1. The program provides its full-time equivalent faculty-to-student ratio. 2. The program describes how this ratio is calculated. 3. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3). 4. The program’s calculation is inclusive of all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.3: Administrative and Governance Structure**

| *Accreditation Standard 4.3.1* | Concern? | Notes |
| --- | --- | --- |
| *The program has the necessary autonomy to achieve its mission.*   1. The program provides an organizational chart of its administrative structure. 2. The program describes how it has the necessary autonomy to achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.3* | Concern? | Notes |
| --- | --- | --- |
| *The program’s administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.*   1. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the: 2. recruitment and hiring of program personnel; 3. retention of program personnel; 4. promotion of program personnel; and 5. tenure of program personnel (if applicable). 6. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.6* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient personnel and technological support to administer the field education program.*   1. The program provides an organizational chart for the administration for field education. 2. The program describes whether its resources are sufficient to administer field education, including:   i. personnel, and  ii. technological support.   1. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 5.0: Assessment**

| *Accreditation Standard 5.0.1(b)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.*   1. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a). 2. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments. 3. The program provides its outcomes in relation to its expected level of student achievement for each competency. 4. The program provides outcomes for each program option and in aggregate | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(c)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.*   1. **Addressed above in “Benchmark 1 Draft Standards (Approval at Benchmark 2)”** 2. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(d)* | Concern? | Notes |
| --- | --- | --- |
| *The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.*   1. The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes. 2. The program provides a hyperlink to the program’s webpage where the assessment plan and summary outcomes are publicly displayed. 3. The program provides outcomes for each program option and in aggregate. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.2(b)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.*   1. The program presents its ADEI assessment outcomes from the most recent year. 2. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a). 3. The program describes the processes used to formally review its ADEI assessment outcomes. 4. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data. 5. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.3* | Concern? | Notes |
| --- | --- | --- |
| *The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, and time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.*   1. The program submits Form AS 5.0.3. 2. The program identifies the program outcome(s) it monitors. 3. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s). 4. The program provides the benchmark rationale for its graduation rates and identified program outcome(s). 5. The program explains how it calculates its graduation rates and identified program outcome(s). 6. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data. 7. Data are reported for each program option and in aggregate, including all program options. 8. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s). | Yes  No | Insert text here |

# Benchmark 2 Review

**Benchmark 2 Approval Standards**

**Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

| *Accreditation Standard 2.0.1* | Concern? | Notes |
| --- | --- | --- |
| *The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.*   1. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 2.0.2* | Concern? | Notes |
| --- | --- | --- |
| *The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.*   1. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0. 2. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 3.1: Generalist Practice**

| *Accreditation Standard 3.1.2* | Concern? | Notes |
| --- | --- | --- |
| *The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).*   1. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable). 2. The program submits Form AS 3.1.2. 3. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice. 4. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard M3.2: Specialized Practice**

| *Accreditation Standard M3.2.4 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program’s specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).*   1. For each area of specialized practice, the program submits Form AS M3.2.4. 2. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 3.3: Field Education**

| *Accreditation Standard 3.3.1* | Concern? | Notes |
| --- | --- | --- |
| *The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.*   1. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:   i. individuals,  ii. families,  iii. groups,  iv. organizations, and  v. communities.   1. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.3.2 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.*   1. The program identifies the relevant system level(s) for each area of specialized practice. 2. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.3* | Concern? | Notes |
| --- | --- | --- |
| *The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.*   1. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master’s programs. 2. The program describes how its field hour requirement is articulated to students and field personnel. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.4* | Concern? | Notes |
| --- | --- | --- |
| *The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.*   1. The program describes the field education program’s process for:   i. identifying, approving, and engaging with field education settings;  ii. orienting and engaging with field instructors; and  iii. evaluating field instructor and field education setting effectiveness.   1. The program describes how these processes are articulated to students and field personnel. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.5* | Concern? | Notes |
| --- | --- | --- |
| *The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).*   1. The program describes the field education program’s process for:   i. orienting students;  ii. placing students;  iii. monitoring and supporting student learning;  iv. implementing student safety protocols; and  v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).   1. The program describes how these processes are articulated to students and field personnel. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard B3.3.6 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master’s degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.*   1. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience. 2. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. 3. The program describes how these processes are articulated to students and field personnel. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.3.6 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program ensures that all master’s students receive field supervision from an individual who holds a master’s degree in social work from a CSWE-accredited program and who has at least two years of post-master’s social work degree practice experience in social work.*   1. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience. 2. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. 3. The program describes how these processes are articulated to students and field personnel. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.7* | Concern? | Notes |
| --- | --- | --- |
| *The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.*   1. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program’s policy includes: 2. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized); 3. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and 4. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment. 5. The program describes how these policies are articulated to students and field personnel. 6. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation**

**Advising, Retention, and Termination**

| *Accreditation Standard 4.1.6* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.*   1. The program provides its policy for academic advising. 2. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.1.7* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.*   1. The program provides its policies for evaluating academic performance. 2. The program provides its policies for evaluating professional performance. 3. The program provides its policies for student termination from the program. 4. The program provides its policies related to due process for reasons of academic performance. 5. The program provides its policies related to due process for reasons of professional performance. 6. The program provides its policies related to due process for reasons of student termination from the program. 7. The program describes how these policies are articulated. 8. The program addresses all program options. | Yes  No | Insert text here |

**Student Participation**

| *Accreditation Standard 4.1.8* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.*   1. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum. 2. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.2: Faculty**

| *Accreditation Standard B4.2.1 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program.*   1. The program submits Form AS 4.2.1. 2. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member. 3. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program. 4. The program includes faculty for all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.2.1 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*   1. The program submits Form AS 4.2.1. 2. The program submits a Faculty Data Form for each full- and part-time master’s social work program faculty member. 3. The program identifies the total number of full-time faculty whose principal assignment is to the master’s program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program and a doctoral degree. 4. The program includes faculty for all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.3: Administrative and Governance Structure**

| *Accreditation Standard 4.3.4(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master’s social work programs have a separate director appointed for each program.*   1. The program identifies the program director who administers all program options. 2. The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer. 3. Institutions with accredited baccalaureate and master’s programs identify the separate directors appointed to each program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.4(b) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate program director has a master’s degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.*   1. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program. 2. The program describes the program director’s ability to provide leadership to the social work program. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.4(b) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s program director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.*   1. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program. 2. The program describes the program director’s ability to provide leadership to the social work program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.4(c) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.*   1. The program provides the program director’s workload. 2. The program describes the procedures for calculating the program director’s assigned time to administer the baccalaureate social work program. 3. The program provides the program director’s percentage of assigned time to administer the baccalaureate social work program. 4. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.4(c) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program. a. The program provides the program director’s workload.*   1. The program describes the procedures for calculating the program director’s assigned time to administer the master’s social work program. 2. The program provides the program director’s percentage of assigned time to administer the master’s social work program. 3. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.5(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master’s social work programs may have the same field education director appointed to both programs.*   1. The program identifies the field education director, who administers all program options. 2. The program provides documentation that the field education director has a full-time appointment to social work. 3. Institutions with both accredited baccalaureate and master’s social work programs identify the field education director for each program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.5(b) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.*   1. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. 2. The program describes the field director’s ability to provide leadership to the field education program. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.5(b) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.*   1. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. 2. The program describes the field director’s ability to provide leadership to the field education program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.5(c) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.*   1. The program provides the field education director’s workload. 2. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program. 3. The program provides the field education director’s percentage of assigned time to administer the field education program. 4. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.5(c) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.*   1. The program provides the field education director’s workload. 2. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program. 3. The program provides the field education director’s percentage of assigned time to administer the field education program. 4. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.4: Resources**

| *Accreditation Standard 4.4.2* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient support staff to carry out its educational activities and achieve its mission.*   1. The program describes its support staff or other personnel structure. 2. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.4.3* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.*   1. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources. 2. The program describes whether its library resources are sufficient to achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 5.0: Assessment**

| *Accreditation Standard 5.0.1(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master’s social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.*   1. The program submits Form AS 5.0.1(a). 2. The plan includes:   i. description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;  ii. how each instrument is implemented;  iii. when each competency is assessed;  iv. by whom each competency is assessed;  v. an explanation of the expected level of student achievement, including:   * the expected level of achievement of each competency and for each instrument; * how the program calculates student achievement for each instrument; and * how the program calculates student achievement for each competency, including all instruments used.  1. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(c)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.*   1. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). 2. **Addressed below in “Benchmark 2 Draft Standards (Approval at Benchmark 3)”** 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.2(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum*.   1. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2. 2. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved. 3. The program explains its data collection procedures. 4. The program provides copies of all instruments used to assess ADEI efforts. 5. The program addresses all program options. | Yes  No | Insert text here |

**Benchmark 2 Draft Standards (Approval at Benchmark 3)**

**Accreditation Standard 4.2: Faculty**

| *Accreditation Standard 4.2.2* | Concern? | Notes |
| --- | --- | --- |
| *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 post-master’s social work degree practice experience in social work.*   1. The program identifies its social work practice courses. 2. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials. 3. The program includes faculty and practice courses for all program options. | Yes  No | Insert text here |

| *Accreditation Standard B4.2.3 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*   1. The program provides its full-time equivalent faculty-to-student ratio. 2. The program describes how this ratio is calculated. 3. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3). 4. The program’s calculation is inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.2.3 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *Inclusive of all program options, the master’s program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*   1. The program provides its full-time equivalent faculty-to-student ratio. 2. The program describes how this ratio is calculated. 3. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3). 4. The program’s calculation is inclusive of all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.3: Administrative and Governance Structure**

| *Accreditation Standard 4.3.1* | Concern? | Notes |
| --- | --- | --- |
| *The program has the necessary autonomy to achieve its mission.*   1. The program provides an organizational chart of its administrative structure. 2. The program describes how it has the necessary autonomy to achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.2* | Concern? | Notes |
| --- | --- | --- |
| *The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).*   1. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.3* | Concern? | Notes |
| --- | --- | --- |
| *The program’s administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.*   1. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the: 2. recruitment and hiring of program personnel; 3. retention of program personnel; 4. promotion of program personnel; and 5. tenure of program personnel (if applicable). 6. The program addresses all program options | Yes  No | Insert text here |

| *Accreditation Standard 4.3.6* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient personnel and technological support to administer the field education program.*   1. The program provides an organizational chart for the administration for field education. 2. The program describes whether its resources are sufficient to administer field education, including:   i. personnel, and  ii. technological support.   1. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 5.0: Assessment**

| *Accreditation Standard 5.0.1(b)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.*   1. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a). 2. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments. 3. The program provides its outcomes in relation to its expected level of student achievement for each competency. 4. The program provides outcomes for each program option and in aggregate. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(c)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.*   1. **Addressed above in “Benchmark 2 approval standards”** 2. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(d)* | Concern? | Notes |
| --- | --- | --- |
| *The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.*   1. The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes. 2. The program provides a hyperlink to the program’s webpage where the assessment plan and summary outcomes are publicly displayed. 3. The program provides outcomes for each program option and in aggregate. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.2(b)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.*   1. The program presents its ADEI assessment outcomes from the most recent year. 2. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a). 3. The program describes the processes used to formally review its ADEI assessment outcomes. 4. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data. 5. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.3* | Concern? | Notes |
| --- | --- | --- |
| *The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, and time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.*   1. The program submits Form AS 5.0.3. 2. The program identifies the program outcome(s) it monitors. 3. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s). 4. The program provides the benchmark rationale for its graduation rates and identified program outcome(s). 5. The program explains how it calculates its graduation rates and identified program outcome(s). 6. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data. 7. Data are reported for each program option and in aggregate, including all program options. 8. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s). | Yes  No | Insert text here |

# Self-Study Review for Letter of Instruction (LOI)

**Accreditation Standard 1.0: Program Mission**

|  |  |  |
| --- | --- | --- |
| *Accreditation Standard 1.0.1* | Concern? | Notes |
| *The program has a program-level mission statement that is consistent with the profession’s purpose and values. Institutions with accredited baccalaureate and master’s programs have a separate mission statement for each program.*   1. The program provides the program-level mission statement. 2. The program describes how the program’s mission statement is consistent with the profession’s purpose and values, as described in Educational Policy 1.0. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 1.0.2* | Concern? | Notes |
| --- | --- | --- |
| *The program’s mission statement is consistent with the program’s context.*   1. The program describes its context, including a description of its program options. 2. The program describes how the program mission statement is consistent with the program’s context, as described in Educational Policy 1.0. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

| *Accreditation Standard 2.0.1* | Concern? | Notes |
| --- | --- | --- |
| *The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.*   1. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 2.0.2* | Concern? | Notes |
| --- | --- | --- |
| *The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.*   1. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0. 2. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 3.1: Generalist Practice**

| *Accreditation Standard 3.1.1* | Concern? | Notes |
| --- | --- | --- |
| *The program’s generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.*   1. The program provides a rationale for its generalist practice curriculum design. 2. The program describes how its generalist practice curriculum integrates classroom and field. 3. The program describes how its generalist practice curriculum is informed by the professional practice community. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.1.2* | Concern? | Notes |
| --- | --- | --- |
| *The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).*   1. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable). 2. The program submits Form AS 3.1.2. 3. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice. 4. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard M3.2: Specialized Practice**

| *Accreditation Standard M3.2.1 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).*   1. The program provides its area(s) of specialized practice, as described in Educational Policy M3.2. 2. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.2.2 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program’s area(s) of specialized practice builds on elements of generalist practice.*   1. The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.2.3 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program’s specialized practice curriculum integrates classroom and field and is informed by the professional practice community.*   1. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design. 2. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field. 3. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.2.4 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program’s specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).*   1. For each area of specialized practice, the program submits Form AS M3.2.4. 2. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice. 3. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 3.3: Field Education**

| *Accreditation Standard 3.3.1* | Concern? | Notes |
| --- | --- | --- |
| *The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.*   1. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels: 2. individuals, 3. families, 4. groups, 5. organizations, and 6. communities. 7. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M3.3.2 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.*   1. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels: 2. individuals, 3. families,   iii. groups,  iv. organizations, and  v. communities.   1. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.3* | Concern? | Notes |
| --- | --- | --- |
| *The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.*   1. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master’s programs. 2. The program describes how its field hour requirement is articulated to students and field personnel. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.4* | Concern? | Notes |
| --- | --- | --- |
| *The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.*   1. The program describes the field education program’s process for: 2. identifying, approving, and engaging with field education settings; 3. orienting and engaging with field instructors; and 4. evaluating field instructor and field education setting effectiveness. 5. The program describes how these processes are articulated to students and field personnel. 6. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.5* | Concern? | Notes |
| --- | --- | --- |
| *The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).*   1. The program describes the field education program’s process for: 2. orienting students; 3. placing students; 4. monitoring and supporting student learning; 5. implementing student safety protocols; and 6. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program). 7. The program describes how these processes are articulated to students and field personnel. 8. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard B3.3.6 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master’s degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.*   1. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience. 2. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. 3. The program describes how these processes are articulated to students and field personnel. 4. The program addresses all program options | Yes  No | Insert text here |

| *Accreditation Standard M3.3.6 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program ensures that all master’s students receive field supervision from an individual who holds a master’s degree in social work from a CSWE-accredited program and who has at least two years of post-master’s social work degree practice experience in social work.*   1. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience. 2. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. 3. The program describes how these processes are articulated to students and field personnel. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 3.3.7* | Concern? | Notes |
| --- | --- | --- |
| *The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.*   1. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program’s policy includes: 2. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized); 3. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and 4. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment. 5. The program describes how these policies are articulated to students and field personnel. 6. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admission**

| *Accreditation Standard 4.1.1* | Concern? | Notes |
| --- | --- | --- |
| *The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.*   1. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard B4.1.2 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.*   1. The program provides its: 2. criteria for admission; 3. process for the evaluation of applications; 4. admission decision types; and 5. process for the notification of each decision type. 6. The program describes how the admission criteria and processes are articulated. 7. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.1.2 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.*   1. The program provides its: 2. criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization; 3. process for the evaluation of applications; 4. admission decision types; and 5. process for the notification of each decision type. 6. The program describes how these admission criteria and processes are articulated. 7. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.1.3 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level.*   1. The program provides its policy for awarding advanced standing. 2. The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.1.4* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies for the transfer of social work course credit.*   1. The program provides its policies for the transfer of social work course credit. 2. The program describes how these policies are articulated. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.1.5* | Concern? | Notes |
| --- | --- | --- |
| *The program does not grant social work course credit for life experience or previous work experience.*   1. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience. 2. The program describes how this policy is articulated. 3. The program addresses all program options. | Yes  No | Insert text here |

**Advising, Retention, and Termination**

| *Accreditation Standard 4.1.6* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.*   1. The program provides its policy for academic advising. 2. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.1.7* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.*   1. The program provides its policies for evaluating academic performance. 2. The program provides its policies for evaluating professional performance. 3. The program provides its policies for student termination from the program. 4. The program provides its policies related to due process for reasons of academic performance. 5. The program provides its policies related to due process for reasons of professional performance. 6. The program provides its policies related to due process for reasons of student termination from the program. 7. The program describes how these policies are articulated. 8. The program addresses all program options. | Yes  No | Insert text here |

**Student Participation**

| *Accreditation Standard 4.1.8* | Concern? | Notes |
| --- | --- | --- |
| *The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.*   1. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum. 2. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.2: Faculty**

| *Accreditation Standard B4.2.1 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program.*   1. The program submits Form AS 4.2.1. 2. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member. 3. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program. 4. The program includes faculty for all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.2.1 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*   1. The program submits Form AS 4.2.1. 2. The program submits a Faculty Data Form for each full- and part-time master’s social work program faculty member. 3. The program identifies the total number of full-time faculty whose principal assignment is to the master’s program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program and a doctoral degree. 4. The program includes faculty for all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.2.2* | Concern? | Notes |
| --- | --- | --- |
| *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 post-master’s social work degree practice experience in social work.*   1. The program identifies its social work practice courses. 2. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials. 3. The program includes faculty and practice courses for all program options. | Yes  No | Insert text here |

| *Accreditation Standard B4.2.3 (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*   1. The program provides its full-time equivalent faculty-to-student ratio. 2. The program describes how this ratio is calculated. 3. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3). 4. The program’s calculation is inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.2.3 (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *Inclusive of all program options, the master’s program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*   1. The program provides its full-time equivalent faculty-to-student ratio. 2. The program describes how this ratio is calculated. 3. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3). 4. The program’s calculation is inclusive of all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.3: Administrative and Governance Structure**

| *Accreditation Standard 4.3.1* | Concern? | Notes |
| --- | --- | --- |
| *The program has the necessary autonomy to achieve its mission.*   1. The program provides an organizational chart of its administrative structure. 2. The program describes how it has the necessary autonomy to achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.2* | Concern? | Notes |
| --- | --- | --- |
| *The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).*   1. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.3* | Concern? | Notes |
| --- | --- | --- |
| *The program’s administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.*   1. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the: 2. recruitment and hiring of program personnel; 3. retention of program personnel; 4. promotion of program personnel; and 5. tenure of program personnel (if applicable). 6. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.4(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master’s social work programs have a separate director appointed for each program.*   1. The program identifies the program director who administers all program options. 2. The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer. 3. Institutions with accredited baccalaureate and master’s programs identify the separate directors appointed to each program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.4(b) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate program director has a master’s degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.*   1. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program. 2. The program describes the program director’s ability to provide leadership to the social work program. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.4(b) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s program director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.*   1. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program. 2. The program describes the program director’s ability to provide leadership to the social work program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.4(c) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.*   1. The program provides the program director’s workload. 2. The program describes the procedures for calculating the program director’s assigned time to administer the baccalaureate social work program. 3. The program provides the program director’s percentage of assigned time to administer the baccalaureate social work program. 4. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.4(c)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program. a. The program provides the program director’s workload.*   1. The program describes the procedures for calculating the program director’s assigned time to administer the master’s social work program. 2. The program provides the program director’s percentage of assigned time to administer the master’s social work program. 3. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.5(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master’s social work programs may have the same field education director appointed to both programs.*   1. The program identifies the field education director, who administers all program options. 2. The program provides documentation that the field education director has a full-time appointment to social work. 3. Institutions with both accredited baccalaureate and master’s social work programs identify the field education director for each program. | Yes  No | Insert text here |

| *Accreditation Standard B4.3.5(b) (Baccalaureate Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The baccalaureate field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.*   1. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. 2. The program describes the field director’s ability to provide leadership to the field education program. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.5(b) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.*   1. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. 2. The program describes the field director’s ability to provide leadership to the field education program. | Yes  No | Insert text here |

|  |  |  |
| --- | --- | --- |
| *Accreditation Standard B4.3.5(c) (Baccalaureate Programs Only)* | Concern? | Notes |
| *The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.*   1. The program provides the field education director’s workload. 2. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program. 3. The program provides the field education director’s percentage of assigned time to administer the field education program. 4. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard M4.3.5(c) (Master’s Programs Only)* | Concern? | Notes |
| --- | --- | --- |
| *The master’s field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.*   1. The program provides the field education director’s workload. 2. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program. 3. The program provides the field education director’s percentage of assigned time to administer the field education program. 4. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.3.6* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient personnel and technological support to administer the field education program.*   1. The program provides an organizational chart for the administration for field education. 2. The program describes whether its resources are sufficient to administer field education, including:   i. personnel, and  ii. technological support.   1. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 4.4: Resources**

| *Accreditation Standard 4.4.1* | Concern? | Notes |
| --- | --- | --- |
| *The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.*   1. The program describes the process for budget development and administration it uses to:   i. achieve its mission, and  ii. continuously improve the program.   1. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master’s social work program. 2. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.4.2* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient support staff to carry out its educational activities and achieve its mission.*   1. The program describes its support staff or other personnel structure. 2. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.4.3* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.*   1. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources. 2. The program describes whether its library resources are sufficient to achieve its mission. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.4.4* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.*   1. The program describes its:   i. technological access;  ii. technology support; and  iii. office and classroom space (if applicable).   1. The program describes whether these resources are sufficient to achieve its mission. 2. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 4.4.5* | Concern? | Notes |
| --- | --- | --- |
| *The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.*   1. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:   i. supportive technology,  ii. student services, and  iii. physical spaces (if applicable).   1. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students. 2. The program addresses all program options. | Yes  No | Insert text here |

**Accreditation Standard 5.0: Assessment**

| *Accreditation Standard 5.0.1(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master’s social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.*   1. The program submits Form AS 5.0.1(a). 2. The plan includes:   i. description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;  ii. how each instrument is implemented;  iii. when each competency is assessed;  iv. by whom each competency is assessed;  v. an explanation of the expected level of student achievement, including:   * the expected level of achievement of each competency and for each instrument; * how the program calculates student achievement for each instrument; and * how the program calculates student achievement for each competency, including all instruments used.   vi. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials.   1. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(b)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.*   1. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a). 2. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments. 3. The program provides its outcomes in relation to its expected level of student achievement for each competency. 4. The program provides outcomes for each program option and in aggregate. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(c)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.*   1. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). 2. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data. 3. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(d)* | Concern? | Notes |
| --- | --- | --- |
| *The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.*   1. The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes. 2. The program provides a hyperlink to the program’s webpage where the assessment plan and summary outcomes are publicly displayed. 3. The program provides outcomes for each program option and in aggregate. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.2(a)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum*.   1. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2. 2. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved. 3. The program explains its data collection procedures. 4. The program provides copies of all instruments used to assess ADEI efforts. 5. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.2(b)* | Concern? | Notes |
| --- | --- | --- |
| *The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.*   1. The program presents its ADEI assessment outcomes from the most recent year. 2. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a). 3. The program describes the processes used to formally review its ADEI assessment outcomes. 4. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data. 5. The program addresses all program options. | Yes  No | Insert text here |

| *Accreditation Standard 5.0.3* | Concern? | Notes |
| --- | --- | --- |
| *The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, and time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.*   1. The program submits Form AS 5.0.3. 2. The program identifies the program outcome(s) it monitors. 3. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s). 4. The program provides the benchmark rationale for its graduation rates and identified program outcome(s). 5. The program explains how it calculates its graduation rates and identified program outcome(s). 6. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data. 7. Data are reported for each program option and in aggregate, including all program options. 8. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s). | Yes  No | Insert text here |

# Initial Accreditation/Reaffirmation/Deferral/Progress Report/Restoration Review

**Accreditation Standard 1.0: Program Mission**

| *Accreditation Standard 1.0.1* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a program-level mission statement that is consistent with the profession’s purpose and values. Institutions with accredited baccalaureate and master’s programs have a separate mission statement for each program.*   1. The program provides the program-level mission statement. 2. The program describes how the program’s mission statement is consistent with the profession’s purpose and values, as described in Educational Policy 1.0. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 1.0.2* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program’s mission statement is consistent with the program’s context.*   1. The program describes its context, including a description of its program options. 2. The program describes how the program mission statement is consistent with the program’s context, as described in Educational Policy 1.0. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

| *Accreditation Standard 2.0.1* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.*   1. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0. 2. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 2.0.2* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.*   1. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0. 2. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard 3.1: Generalist Practice**

| *Accreditation Standard 3.1.1* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program’s generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.*   1. The program provides a rationale for its generalist practice curriculum design. 2. The program describes how its generalist practice curriculum integrates classroom and field. 3. The program describes how its generalist practice curriculum is informed by the professional practice community. 4. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 3.1.2* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).*   1. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable). 2. The program submits Form AS 3.1.2. 3. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice. 4. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard M3.2: Specialized Practice**

| *Accreditation Standard M3.2.1 (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).*   1. The program provides its area(s) of specialized practice, as described in Educational Policy M3.2. 2. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M3.2.3 (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program’s specialized practice curriculum integrates classroom and field and is informed by the professional practice community.*   1. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design. 2. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field. 3. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community. 4. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M3.2.4(Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program’s specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).*   1. For each area of specialized practice, the program submits Form AS M3.2.4. 2. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard 3.3: Field Education**

| *Accreditation Standard 3.3.1* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.*   1. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:   i. individuals,  ii. families,  iii. groups,  iv. organizations, and  v. communities.   1. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M3.3.2 (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.*   1. The program identifies the relevant system level(s) for each area of specialized practice. 2. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 3.3.3* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.*   1. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master’s programs. 2. The program describes how its field hour requirement is articulated to students and field personnel. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 3.3.4* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.*   1. The program describes the field education program’s process for: 2. identifying, approving, and engaging with field education settings; 3. orienting and engaging with field instructors; and 4. evaluating field instructor and field education setting effectiveness. 5. The program describes how these processes are articulated to students and field personnel. 6. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 3.3.5* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).*   1. The program describes the field education program’s process for:   i. orienting students;  ii. placing students;  iii. monitoring and supporting student learning;  iv. implementing student safety protocols; and  v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).   1. The program describes how these processes are articulated to students and field personnel. 2. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard B3.3.6*  *(Baccalaureate Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master’s degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.*   1. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience. 2. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. 3. The program describes how these processes are articulated to students and field personnel. 4. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M3.3.6 (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program ensures that all master’s students receive field supervision from an individual who holds a master’s degree in social work from a CSWE-accredited program and who has at least two years of post-master’s social work degree practice experience in social work.*   1. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience. 2. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. 3. The program describes how these processes are articulated to students and field personnel. 4. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 3.3.7* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.*   1. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program’s policy includes:    1. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);    2. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and    3. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment. 2. The program describes how these policies are articulated to students and field personnel. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admission**

| *Accreditation Standard 4.1.1* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.*   1. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups. 2. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard B4.1.2*  *(Baccalaureate Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.*   1. The program provides its: 2. criteria for admission; 3. process for the evaluation of applications; 4. admission decision types; and 5. process for the notification of each decision type. 6. The program describes how the admission criteria and processes are articulated. 7. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M4.1.2 (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.*   1. The program provides its: 2. criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization; 3. process for the evaluation of applications; 4. admission decision types; and 5. process for the notification of each decision type. 6. The program describes how these admission criteria and processes are articulated. 7. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M4.1.3 (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level.*   1. The program provides its policy for awarding advanced standing. 2. The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.1.4* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has policies for the transfer of social work course credit.*   1. The program provides its policies for the transfer of social work course credit. 2. The program describes how these policies are articulated. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.1.5* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program does not grant social work course credit for life experience or previous work experience.*   1. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience. 2. The program describes how this policy is articulated. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Advising, Retention, and Termination**

| *Accreditation Standard 4.1.6* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.*   1. The program provides its policy for academic advising. 2. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.1.7* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.*   1. The program provides its policies for evaluating academic performance. 2. The program provides its policies for evaluating professional performance. 3. The program provides its policies for student termination from the program. 4. The program provides its policies related to due process for reasons of academic performance. 5. The program provides its policies related to due process for reasons of professional performance. 6. The program provides its policies related to due process for reasons of student termination from the program. 7. The program describes how these policies are articulated. 8. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Student Participation**

| *Accreditation Standard 4.1.8* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.*   1. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum. 2. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum. 3. The program describes how these policies are articulated. 4. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard 4.2: Faculty**

| *Accreditation Standard B4.2.1*  *(Baccalaureate Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program.*   1. The program submits Form AS 4.2.1. 2. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member. 3. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program. 4. The program includes faculty for all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M4.2.1 (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*   1. The program submits Form AS 4.2.1. 2. The program submits a Faculty Data Form for each full- and part-time master’s social work program faculty member. 3. The program identifies the total number of full-time faculty whose principal assignment is to the master’s program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program and a doctoral degree. 4. The program includes faculty for all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.2.2* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *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 post-master’s social work degree practice experience in social work.*   1. The program identifies its social work practice courses. 2. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials. 3. The program includes faculty and practice courses for all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard B4.2.3 (Baccalaureate Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*   1. The program provides its full-time equivalent faculty-to-student ratio. 2. The program describes how this ratio is calculated. 3. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3). 4. The program’s calculation is inclusive of all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M4.2.3 (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *Inclusive of all program options, the master’s program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*   1. The program provides its full-time equivalent faculty-to-student ratio. 2. The program describes how this ratio is calculated. 3. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3). 4. The program’s calculation is inclusive of all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard 4.3: Administrative and Governance Structure**

| *Accreditation Standard 4.3.1* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has the necessary autonomy to achieve its mission.*   1. The program provides an organizational chart of its administrative structure. 2. The program describes how it has the necessary autonomy to achieve its mission. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.3.2* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).*   1. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS. 2. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.3.3* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program’s administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.*   1. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the: 2. recruitment and hiring of program personnel; 3. retention of program personnel; 4. promotion of program personnel; and 5. tenure of program personnel (if applicable). 6. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.3.4(a)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master’s social work programs have a separate director appointed for each program.*   1. The program identifies the program director who administers all program options. 2. The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer. 3. Institutions with accredited baccalaureate and master’s programs identify the separate directors appointed to each program. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard B4.3.4(b) (Baccalaureate Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The baccalaureate program director has a master’s degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.*   1. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program. 2. The program describes the program director’s ability to provide leadership to the social work program. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M4.3.4(b) (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The master’s program director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.*   1. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program. 2. The program describes the program director’s ability to provide leadership to the social work program. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard B4.3.4(c) (Baccalaureate Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.*   1. The program provides the program director’s workload. 2. The program describes the procedures for calculating the program director’s assigned time to administer the baccalaureate social work program. 3. The program provides the program director’s percentage of assigned time to administer the baccalaureate social work program. 4. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M4.3.4(c) (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The master’s program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program. a. The program provides the program director’s workload.*   1. The program describes the procedures for calculating the program director’s assigned time to administer the master’s social work program. 2. The program provides the program director’s percentage of assigned time to administer the master’s social work program. 3. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.3.5(a)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master’s social work programs may have the same field education director appointed to both programs.*   1. The program identifies the field education director, who administers all program options. 2. The program provides documentation that the field education director has a full-time appointment to social work. 3. Institutions with both accredited baccalaureate and master’s social work programs identify the field education director for each program. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard B4.3.5(b) (Baccalaureate Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The baccalaureate field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.*   1. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. 2. The program describes the field director’s ability to provide leadership to the field education program. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M4.3.5(b) (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The master’s field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.*   1. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. 2. The program describes the field director’s ability to provide leadership to the field education program. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard B4.3.5(c) (Baccalaureate Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.*   1. The program provides the field education director’s workload. 2. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program. 3. The program provides the field education director’s percentage of assigned time to administer the field education program. 4. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard M4.3.5(c) (Master’s Programs Only)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The master’s field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.*   1. The program provides the field education director’s workload. 2. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program. 3. The program provides the field education director’s percentage of assigned time to administer the field education program. 4. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.3.6* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has sufficient personnel and technological support to administer the field education program.*   1. The program provides an organizational chart for the administration for field education. 2. The program describes whether its resources are sufficient to administer field education, including:   i. personnel, and  ii. technological support.   1. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard 4.4: Resources**

| *Accreditation Standard 4.4.1* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.*   1. The program describes the process for budget development and administration it uses to:   i. achieve its mission, and  ii. continuously improve the program.   1. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master’s social work program. 2. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.4.2* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has sufficient support staff to carry out its educational activities and achieve its mission.*   1. The program describes its support staff or other personnel structure. 2. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.4.3* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.*   1. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources. 2. The program describes whether its library resources are sufficient to achieve its mission. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.4.4* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.*   1. The program describes its:   i. technological access;  ii. technology support; and  iii. office and classroom space (if applicable).   1. The program describes whether these resources are sufficient to achieve its mission. 2. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 4.4.5* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.*   1. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:   i. supportive technology,  ii. student services, and  iii. physical spaces (if applicable).   1. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students. 2. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

**Accreditation Standard 5.0: Assessment**

| *Accreditation Standard 5.0.1(a)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master’s social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.*   1. The program submits Form AS 5.0.1(a). 2. The plan includes: 3. description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education; 4. how each instrument is implemented; 5. when each competency is assessed; 6. by whom each competency is assessed; 7. an explanation of the expected level of student achievement, including:  * the expected level of achievement of each competency and for each instrument; * how the program calculates student achievement for each instrument; and * how the program calculates student achievement for each competency, including all instruments used.  1. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials. 2. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(b)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.*   1. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a). 2. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments. 3. The program provides its outcomes in relation to its expected level of student achievement for each competency. 4. The program provides outcomes for each program option and in aggregate. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(c)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.*   1. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). 2. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data. 3. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 5.0.1(d)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.*   1. The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes. 2. The program provides a hyperlink to the program’s webpage where the assessment plan and summary outcomes are publicly displayed. 3. The program provides outcomes for each program option and in aggregate. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 5.0.2(a):* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum*.   1. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2. 2. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved. 3. The program explains its data collection procedures. 4. The program provides copies of all instruments used to assess ADEI efforts. 5. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 5.0.2(b)* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.*   1. The program presents its ADEI assessment outcomes from the most recent year. 2. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a). 3. The program describes the processes used to formally review its ADEI assessment outcomes. 4. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data. 5. The program addresses all program options. | Yes  No | Yes  No | Insert text here |

| *Accreditation Standard 5.0.3* | Noncompliance? | Concern? | Notes |
| --- | --- | --- | --- |
| *The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, and time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.*   1. The program submits Form AS 5.0.3. 2. The program identifies the program outcome(s) it monitors. 3. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s). 4. The program provides the benchmark rationale for its graduation rates and identified program outcome(s). 5. The program explains how it calculates its graduation rates and identified program outcome(s). 6. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data. 7. Data are reported for each program option and in aggregate, including all program options. 8. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s). | Yes  No | Yes  No | Insert text here |