

1.2.4 POLICIES AND PROCEDURES FOR PROGRAM CHANGES

1.2.4 Program Changes

The Commission on Accreditation (COA) understands that ongoing change is necessary to improve the educational quality of a program. It is the responsibility of the program to report program changes to the COA and/or the Department of Social Work Accreditation (DOSWA).

The following changes require notification:

- Starting an online program option (review Section A)
- Starting an off-site, branch, satellite, off-campus program option (review Section B)
- Other program changes require notification to the accreditation specialist (review Section C)

A. Program Changes that Impact Compliance with EPAS and Require a Substantive Change Report to the Commission on Accreditation

1a. Policy for Substantive Change Report to the Commission on Accreditation

The accreditation status obtained at initial accreditation or reaffirmation only covers the components that were reviewed in the benchmarks or self-study at the time of the COA review. Changes may take place within the program prior to its next scheduled accreditation review, however, some changes must be reported to and approved by the COA or the Department of Social Work Accreditation through the submission and review of a Substantive Change Report.

A Substantive Change Report must be reviewed and approved by the COA for compliance with the accreditation standards prior to starting an online program option. The COA considers the start of a program to be when classes are offered for the first time in the new online program option.

Programs are required to use the institution's definitions of an online program option as defined and regulated by its regional accrediting body.

The program should not implement any changes that require a Substantive Change Report during the reaffirmation process. The reaffirmation process begins with the submission of the self-study and ends with a reaffirmation decision.

1b. Procedures for Submitting a Substantive Change Report

A Substantive Change Report should be addressed to the accreditation specialist and must include the following:

1. Institution name
2. Program level
3. Primary contact for the program (name, credentials, email, address, and phone number)
4. Detailed description of the change
5. A standard-by-standard discussion of how compliance with the EPAS is being addressed. The report should be submitted using the accreditation standards that the program is currently operating under. A full response to each accreditation standard is required.

See Appendix A for a substantive change report template for the 2015 EPAS and Appendix B for a substantive change report template for the 2008 EPAS.

1c. Deadline to the Submit a Substantive Change

The deadline to submit a Substantive Change Report corresponds with the COA meeting during which the program would like the substantive change to be reviewed. See the chart below for the deadlines.

Deadline for submission	COA meeting agenda
December 1 st (prior year)	February
April 1 st (same year)	June
August 1 st (same year)	October

For example: If a program intends to implement a program change in the summer of a given year. A Substantive Change Report would due by December 1st of the prior year for review at the February COA meeting.

Incomplete Substantive Change Reports will not be reviewed by the COA. The program's review will be deferred and the accreditation specialist will place the program on the next COA agenda for review (February, June, or October).

The program's substantive change must be postmarked on or before the deadline(s) specified above. The program must submit one (1) electronic copy (via email or flash drive) and three (3) physical copies to the accreditation specialist at 1701 Duke St., Suite 200 Alexandria, VA 22314.

1d. Review Process for Substantive Changes Reports

The Substantive Change Report will be submitted to the accreditation specialist and will be reviewed by the COA. The accreditation specialist will notify the program's primary contact of the COA's decision via email approximately one (1) week after the COA meeting and a formal letter will follow 30 days after the COA meeting.

1e. Decision Options for a Substantive Change

The COA can make one of the following decisions:

Decision Options for Substantive Change Report	
Approve Substantive Change Report	COA finds the program in compliance with all educational policy and accreditation standards.
Defer a Decision on Substantive Change Report to the Next Meeting and Request Clarifying Information	COA finds that the program's documentation is insufficient to make a decision, so the program must submit documentation or clarification necessary for COA to make a decision at the next meeting.

1f. Failure to Submit a Substantive Change

It is the program's responsibility to notify the COA of program changes to ensure compliance with EPAS. When the Department of Social Work Accreditation (DOSWA) becomes aware of a

program change that has been implemented without the submission and approval of a Substantive Change Report, the program will receive communication via email requesting the submission of the report within 3-4 months (depending the date of the next COA meeting). The program will then be placed on the next COA agenda to be reviewed for a decision. If the program fails to submit the Substantive Change Report by the deadline, it will result in the program being placed on conditional accredited status. Placement on conditional status is an adverse decision, and programs may request reconsideration. For guidelines on how to request reconsideration, review “Appeals of COA Decisions” in the EPAS Handbook. If the program accepts the COA’s decision, it must submit a restoration report within one year of being placed on conditional accredited status. For a list of decision options after submitting a restoration report, review “Restoration Report Decisions” in the EPAS Handbook.

B. Program Changes that Impact Compliance with EPAS and Require a Substantive Change Report to the Department of Social Work Accreditation

1b. Policy for Substantive Change Report to the Department of Social Work Accreditation

The accreditation status obtained at initial accreditation or reaffirmation only covers the components that were reviewed in the benchmarks or self-study at the time of the COA review. Changes may take place within the program prior to its next scheduled accreditation review, however, some changes must be reported to and accepted by the Department of Social Work Accreditation through the submission and review of a Substantive Change Report.

A Substantive Change Report must be reviewed and accepted by the Department of Social Work Accreditation prior to starting an off-site, branch, satellite, off-campus program option. The COA considers the start of a program to be when classes are offered for the first time in the new program option.

Programs are required to use the institution’s definitions of an off-site, branch, satellite, off-campus program option as defined and regulated by its regional accrediting body.

The program should not implement any changes that require a Substantive Change Report during the reaffirmation process. The reaffirmation process begins with the submission of the self-study and ends with a reaffirmation decision.

2b. Procedures for Submitting a Substantive Change Report

A Substantive Change Report should be addressed to the accreditation specialist and must include the following:

1. Institution name
2. Program level
3. Primary contact for the program (name, credentials, email, address, and phone number)
4. Detailed description of the change
5. A standard-by-standard discussion of how compliance with the EPAS is being addressed. The report should be submitted using the accreditation standards that the program is currently operating under. A full response to each accreditation standard is required.

See Appendix A for a substantive change report template for the 2015 EPAS and Appendix B for a substantive change report template for the 2008 EPAS.

2c. Deadline to the Submit a Substantive Change

Last updated: 11/1/17

Substantive Change Reports are reviewed by DOWSA on a rolling basis. The program should expect about 3-5 months between date of submission and date of acceptance.

Incomplete Substantive Change Reports will not be reviewed by DOWSA and the accreditation specialist may ask the program to review and resubmit the report.

The program must submit one (1) physical copy and one (1) electronic copy (via email or flash drive) to the accreditation specialist at 1701 Duke St., Suite 200 Alexandria, VA 22314.

2d. Review Process and Decisions for Substantive Changes Reports to the DOWSA

The Substantive Change Report will be submitted to the accreditation specialist and will be reviewed by the DOWSA. About 30 business days after submission, the accreditation specialist will communicate with the program's primary contact and identify questions or concerns that need to be addressed. The accreditation specialist will provide a deadline and allow the program to clarify those questions or concerns. Once the additional information is submitted, the DOWSA will review the programs materials. Once all questions and concerns related to the accreditation standards are resolved, the accreditation specialist will inform the primary contact of its acceptance of the Substantive Change Report. If questions and concern remain unanswered by the program, the DOWSA reserves the right to forward the Substantive Change to the COA for their review and decision.

The DOWSA may accept the report but does not determine compliance as the COA is the sole arbiter of compliance. A review for compliance will happen as a regular part of the reaffirmation process.

2e. Failure to Submit a Substantive Change

It is the program's responsibility to notify the DOWSA of such program changes. When the Department of Social Work Accreditation (DOSWA) becomes aware of a program change that has been started without the submission and acceptance of a Substantive Change Report, the program will receive communication via email requesting the submission of the report to DOWSA within 3-4 months. If the program fails to submit the Substantive Change Report by the deadline, it will result in the program being placed on conditional accredited status. Placement on conditional status is an adverse decision, and programs may request reconsideration. For guidelines on how to request reconsideration, review "Appeals of COA Decisions" in the EPAS Handbook. If the program accepts the COA's decision, it must submit a restoration report within one year of being placed on conditional accredited status. For a list of decision options after submitting a restoration report, review "Restoration Report Decisions" in the EPAS Handbook.

C. Program Changes that Require Notification to the Accreditation Specialist

1c. Policy for Notification to the Accreditation Specialist

The following program changes require written notification to the program's accreditation specialist no later than 30 days after the implementation of the change. Program changes that require notification to the program's accreditation specialist, include but are not limited to:

- changes to key personnel (review Section 5c)
- offering a new dual-degree program
- initiating a new part-time program
- change in program delivery (from online to in-person and vice versa)

- revising the program’s mission and goals in a way that critically restructures the curriculum
- reduction in resources
- closing a program option including online, off-site, branch, satellite, or off-campus sites
- changes in faculty-to-student ratio that effect compliance
- changes in program director and field director assigned time that effect compliance
- Loss of faculty that puts the program below the minimum number of full-time faculty required (two for baccalaureate programs and six for master's programs)
- institutional shifts in admission policies and procedures

As this list is not exhaustive, the program is encouraged to contact the accreditation specialist to discuss upcoming changes to determine if notification is required.

2c. Procedures for Notification to the Accreditation Specialist

Written notification should be provided to the accreditation specialist by the program’s primary contact. The notification should include the following information:

1. Institution name
2. Program level
3. Primary contact for the program (name, credentials, email, address, and phone number)
4. Detailed description of the change

The accreditation specialist can, if necessary, request clarifying information.

If the program questions whether notification of a program change is required, it should discuss the change with the accreditation specialist assigned to the program.

3c. Deadline to the Submit a Notification of Program Change to the Accreditation Specialist

Program changes specified in Section C require written notification to the program’s accreditation specialist no later than 30 days after the implementation of the change.

4c. Review Process for a Notification of Program Change to the Accreditation Specialist

The notification must be submitted to and will be reviewed by the accreditation specialist. The accreditation specialist may, if necessary, request clarifying information before accepting the notification.

The accreditation specialist will notify the program’s primary contact of the acceptance of the notification via email and a letter about 30 days after the accreditation specialist receives the notification.

5c. Program Changes to Key Program Personnel

A change in qualified program personnel must be reported to the program’s accreditation specialist to ensure that important accreditation communication is delivered to the correct person. Programs should notify the accreditation specialist of the information below by following the procedures in Section 2c.

- *Primary Contact Person for Accreditation Purposes*

The program should notify the accreditation specialist of changes to primary contact for the program and provide the following contact information: full name, credentials/degrees, university

address, phone number, email, and fax number. In addition, the program must provide a copy of their curriculum vitae.

- *President, Chancellor, or University's Chief Administrator*

The program should notify the accreditation specialist of changes to the university president or chancellor and provide the following contact information: full name, credentials/degrees, university address, phone number, email, and fax number.

- *Other Personnel*

The program should notify the accreditation specialist of changes to other social work program personnel including program director, dean, chair, and field director. The program should provide the following contact information: full name, credentials/degrees, university address, phone number, email, and fax number. In addition, the program must provide a copy of their curriculum vitae.

D. Program Changes that Do Not Impact Compliance

There are some program changes that do not impact compliance with EPAS and do not require a Substantive Change Report or notification to the accreditation specialist.

- revision of the program's mission and goals or curriculum (syllabi, electives, course sequencing, prerequisites, definition of generalist practice, liberal arts requirements, field courses, concentrations, assessment plan, addition of off-campus courses)
- changes in qualified faculty or the composition of faculty, students, or both
- changes in the program's policies and procedures relative to admission, assessment, transfer, advisement, grievance, or termination

Appendix A
Substantive Change Report – 2015 EPAS

[Name of Program, State]

[baccalaureate or master's]

[Date]

Title of Proposed Change:

Introduction and description of proposed change:

Accreditation Standard 1.0—

Program Mission and Goals

- 1.0.1 *The program submits its mission statement and explains how it is consistent with the profession's purpose and values.*
- 1.0.2 *The program explains how its mission is consistent with the institutional mission and the program's context across all program options.*
- 1.0.3 *The program identifies its goals and demonstrates how they are derived from the program's mission.*

Accreditation Standard B2.0—Generalist Practice

- B2.0.1 *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.*
- B2.0.2 *The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*
- B2.0.3 *The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

Accreditation Standard M2.0—Generalist Practice

- M2.0.1 *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.*

- M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*
- M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.*

Accreditation Standard M2.1—Specialized Practice

- M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.*
- M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.*
- M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.*
- M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

Accreditation Standard 2.2—Field Education

- 2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.*
- B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.*
- M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.*
- M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within*

an area of specialized practice and illustrates how this is accomplished in field settings.

- 2.2.4 *The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.*
- 2.2.5 *The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.*
- 2.2.6 *The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.*
- 2.2.7 *The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies*
- 2.2.8 *The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.*
- B2.2.9 *The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program* and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
- M2.2.9 *The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program*

assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

- 2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

**This and all references within this document to “degrees from social work programs accredited by CSWE”, include degrees from CSWE-accredited programs or programs recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.*

- 2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.*

Accreditation Standard 3.0—Diversity

- 3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.*
- 3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.*
- 3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.*

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

Admissions

- B3.1.1 The program identifies the criteria it uses for admission to the social work program.*
- M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering*

master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

- 3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
- M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services*, or covered under a memorandum of understanding with international social work accreditors.*
- 3.1.4 The program describes its policies and procedures concerning the transfer of credits.*
- 3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

- 3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*
- 3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance. .*
- 3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.*

Student participation

- 3.1.9 *The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.*
- 3.1.10 *The program describes how it provides opportunities and encourages students to organize in their interests.*

Accreditation Standard 3.2—Faculty

- 3.2.1 *The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.*
- 3.2.2 *The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.*
- 3.2.3 *The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising, and the faculty's teaching, scholarly, and service responsibilities.*
- B3.2.4 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.*
- M3.2.4 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.*

- 3.2.5 *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*
- 3.2.6 *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*
- 3.2.7 *The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.*

Accreditation Standard 3.3—Administrative Structure

- 3.3.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
- 3.3.2 *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.3.3 *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.3.4 *The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.*
 - B3.3.4(a) *The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.*
 - B3.3.4(b) *The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.*
 - B3.3.4(c) *The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social*

work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned

time is required for master's programs. The program demonstrates this time is sufficient.

- 3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.*

Accreditation Standard 3.4—Resources

- 3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.*
- 3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.*
- 3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.*
- 3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.*
- 3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.*

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*
- At least two measures must assess each competency. One of the assessment measures must be based on demonstration of the competency in real or simulated practice situations.*
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.*
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.*
- An explanation of how the program determines the percentage of students achieving the benchmark.*
- Copies of all assessment measures used to assess all identified competencies.*

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Appendix B
Substantive Change Report – 2008 EPAS

[Name of Program, State]

[baccalaureate or master's]

[Date]

Title of Proposed Change:

Introduction and description of proposed change:

Accreditation Standard 1.0—Mission and Goals

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

Accreditation Standard 1.0.1: The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

Accreditation Standard 1.0.2: The program identifies its goals and demonstrates how they are derived from the program's mission.

Accreditation Standard B2.0—Curriculum

Accreditation Standard B2.0.1: [The program] discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

Accreditation Standard B2.0.2: [The program] identifies its competencies consistent with EP 2.1 through 2.1.10(d).

Accreditation Standard B2.0.3: [The program] provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

Accreditation Standard B2.0.4: [The program] provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

Accreditation Standard B2.0.5: [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

Accreditation Standard M2.0.1: [The program] identifies its concentration(s) (EP M2.2).

Accreditation Standard M2.0.2: [The program] discusses how its mission and goals are consistent with advanced practice (EP M2.2).

Accreditation Standard M2.0.3: [The program] identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

Accreditation Standard M2.0.4: [The program] provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

Accreditation Standard M2.0.5: [The program] provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

Accreditation Standard M2.0.6: [The program] describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

Accreditation Standard 2.1.1: [The program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

Accreditation Standard B2.1.2: [The program] provides generalist practice opportunities for students to demonstrate the core competencies.

Accreditation Standard M2.1.2: [The program] provides advanced practice opportunities for students to demonstrate the program's competencies.

Accreditation Standard 2.1.3: [The program] provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

Accreditation Standard 2.1.4: [The program] admits only those students who have met the program's specified criteria for field education.

Accreditation Standard 2.1.5 [The program] specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

Accreditation Standard 2.1.6 [The program] specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

Accreditation Standard 2.1.7 [The program] provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Accreditation Standard 2.1.8: [The program] develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Accreditation Standard 3.1—Diversity

Accreditation Standard 3.1.1: The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

Accreditation Standard 3.1.2: The program describes how its learning environment models affirmation and respect for diversity and difference.

Accreditation Standard 3.1.3: The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

Accreditation Standard B3.2.1: The program identifies the criteria it uses for admission.

Accreditation Standard M3.2.1: The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

Accreditation Standard 3.2.2: The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

Accreditation Standard M3.2.3: BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Accreditation Standard 3.2.4: The program describes its policies and procedures concerning the transfer of credits.

Accreditation Standard 3.2.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

Accreditation Standard 3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

Accreditation Standard 3.2.7: The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

Accreditation Standard 3.2.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

Accreditation Standard 3.2.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

Accreditation Standard 3.2.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Accreditation Standard 3.3—Faculty

Accreditation Standard 3.3.1: The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

Accreditation Standard 3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

Accreditation Standard B3.3.3: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a

baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

Accreditation Standard M3.3.3: The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

Accreditation Standard 3.3.4: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

Accreditation Standard 3.3.5: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

Accreditation Standard 3.3.6: The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Accreditation Standard 3.4—Administrative Structure

Accreditation Standard 3.4.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

Accreditation Standard 3.4.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

Accreditation Standard 3.4.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

Accreditation Standard 3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

Accreditation Standard B3.4.4(a): The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

Accreditation Standard B3.4.4(b): The program provides documentation that the director has a full-time appointment to the social work program.

Accreditation Standard B3.4.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

Accreditation Standard M3.4.4(a): The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

Accreditation Standard M3.4.4(b): The program provides documentation that the director has a full-time appointment to the social work program.

Accreditation Standard M3.4.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

Accreditation Standard 3.4.5: The program identifies the field education director.

Accreditation Standard 3.4.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

Accreditation Standard 3.4.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.

Accreditation Standard B3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

Accreditation Standard M3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Accreditation Standard 3.5—Resources

Accreditation Standard 3.5.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

Accreditation Standard 3.5.2: The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

Accreditation Standard 3.5.3: The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

Accreditation Standard 3.5.4: The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

Accreditation Standard 3.5.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

Accreditation Standard 3.5.6: The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

Accreditation Standard 4.0—Assessment

Accreditation Standard 4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

Accreditation Standard 4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

Accreditation Standard 4.0.3: The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

Accreditation Standard 4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

Accreditation Standard 4.0.5: The program appends copies of all assessment instruments used to assess the program competencies.