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# Frequently-Cited Standards

*What 2015 EPAS Accreditation Standards are Most Commonly Cited?*

*Baccalaureate and Master's Social Work Programs*

*Hosted by:* CSWE's Department of Social Work Accreditation

Friday, November 11, 2022 | 7:45-8:45pm PT |  
Laguna A | 4th Floor (Concourse Level)



# Disclaimer

Similar to accredited programs, the Commission on Accreditation (COA) and accreditation staff engage in continuous quality improvement efforts. This translates to clarifications and enhancements to policies, procedures, interpretations, requirements, and resources.

*Content in this presentation is subject to updates!*

**Always check the [cswe.org](https://cswe.org) website or contact staff as CSWE's Department of Social Work Accreditation is the sole source of official accreditation information.**

# Housekeeping

- This slide deck will be available for download at:  
<https://www.cswe.org/accreditation/training/accreditation-powerpoints/>
- There will be limited time for Q&A at the end of the presentation
- Primary contacts may connect with your program's assigned accreditation specialist for follow up post-presentation as needed; DOSWA offers services year-round!
- We encourage self-care during this session!
  - If you need to take a break, step away, stretch, or get a snack, know that resources will be available post-conference on the CSWE website.

# Quality Assurance

- Three Commission on Accreditation (COA) meetings per year
  - February
  - June
  - October
- Programs are reviewed for decisions related to various stages of the Reaffirmation and Candidacy processes at these three (3) meetings
- The citations are tracked after each meeting and calculated for an end-of-year report that is presented to the COA

# Minimum Compliance Framework

- The COA reviews programs through a “minimum compliance” lens.
- Staff also train programs to set goals for minimum compliance requirements using the EPAS, Interpretation Guide, and other COA-sanctioned materials.
- This means that programs are welcome to go above and beyond minimum compliance or incorporate best-practices as long as the program is meeting the minimum requirements of the standard.
- Programs have the flexibility to craft excellent educational experiences that exceed the EPAS minimum requirements.
- COA sets the floor; programs set the ceiling!

# Writing to an Accreditation Standard

- Write succinctly and clearly
- Write to each element of the standard
- Many citations occur because information was missing or unclear
- Use the Interpretation Guide, self-study or benchmark optional Volume 1 templates, and appropriate review brief to structure your response to each element of each standard
- COA cannot make any assumptions; describe how the programs complies with each standard
- Explicitly address each program option in response to each standard

# 2015 EPAS Interpretation Guide

- Much of the material covered today is located in the [2015 EPAS Interpretation Guide](#)
- This Guide is a companion to the 2015 EPAS, providing programs with information for navigating the accreditation process and understanding the Commission on Accreditation's (COA) meaning, intent, and interpretation of the EPAS
- It is updated after every COA meeting, 3 times per year, and sent to all program's primary contacts as well as posted on CSWE's website
- Updates are highlighted for ease of tracking

# 2015 EPAS Interpretation Guide & Optional Self-study Template

- To craft clear and concise accreditation documents and respond to all elements of a standard, use the following resources:
  - [2015 EPAS Interpretation Guide](#)
  - [Self-Study Volume 1 Optional Template](#)
- The guide includes:
  - Interpretations and writing check list (requirements)
  - Tips (optional guidance, examples, and definitions)

# Program Options

- Defined on page 21 of the EPAS Glossary as:

*“Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.”*

- Includes: main campus, branch campus, satellite site, online program, etc.
- Program options are **not** plans of study such as advanced standing, 16-month, 24-months, part-time, etc.
- A substantive change report is required before adding a new program option per policy [1.2.4 Program Changes](#) in the EPAS Handbook
- **Self-study & Benchmark Documents:** Each program option must be explicitly addressed in response to each standard.

## Standards Included in this Presentation

1. AS B/M2.0.2/M2.1.2
2. AS B/M2.0.3/M2.1.4
3. AS 2.2.7
4. AS 3.0.2/3.0.3
5. AS 3.1.2
6. AS 3.1.7
7. AS 3.2.1
8. AS 3.2.2
9. AS 3.2.3
10. AS B/M3.2.4
11. AS B/M3.3.4(b)
12. AS B/M3.3.4(c)
13. AS B/M3.3.5(c)
14. AS 3.4.3

# Rationale for Curriculum Design

***Accreditation Standard B2.0.2 / M2.0.2:** 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.*

***Accreditation Standard 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.*

# Common Reasons for Citations

- Did not describe how the courses interact with each other or reference specific concepts and theories.
- Did not describe how students progress through the program, including how courses taken concurrently supplement each other, and how later courses build upon earlier courses.
- Did not describe how field education is incorporated into the curriculum and how the courses interact with field experience to integrate theory and practice.

# Common Reasons for Citations

- Describes the curriculum yet did not provide a rationale for why the curriculum was designed as such.
- Program has more than one program option yet did not either state that the curriculum is the same for all program options or describe how the curriculum differs for each program option.

## Curriculum Matrices

***Accreditation Standard B/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 M2.1.4:*** *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.*

# Curriculum Matrices Overview

- The curriculum matrix is a snapshot of specific required course content strongly relating to each competency, dimension, and / or system-level which all students are learning in the classroom.
- Programs provide a curriculum matrix in a table format that includes:
  - Nine social work competencies
    - **Generalist:** As written in 2015 EPAS
    - **Specialized:** Extended and Enhanced Competencies
- Any competencies added by the program

# Curriculum Matrices Overview

- Provide the best examples of competency-based required course content all students receive consistently, and include:
  - Required course call number and title
  - Brief description of required course content
  - The relevant dimensions (i.e., knowledge, values, skills, and / or cognitive and affective processes)
    - Each dimension must be addressed a minimum of once **per competency**

# Curriculum Matrices Overview

- For competencies 6-9, the relevant system levels (i.e., individuals, families, groups, organizations, and / or communities):
  - **Generalist and Advanced Generalist Curricula:** Each system level must be addressed a minimum of once per competency.
  - **Specialized Curriculum:** Each system level the program has selected for its specialized (i.e., extended and enhanced) competencies must be addressed a minimum of once per competency 6-9.
- Page number reference to the relevant syllabi in **Volume 2** of the self-study or benchmark document.
- Ensure all program options are included.
  - If necessary, submit separate matrices.

**Generalist / Specialized Sample Curriculum Matrix  
(Competencies 1-5)  
Sample for Competency 4**

Competency	Required Social Work Course(s)	Course Content	Dimensions	Page #
<b>Competency 4:</b> Engage In Practice-informed Research and Research-informed Practice	SW112: Introduction of Social Work Research	<u>Literature review assignment:</u> 1) Identify research designs. 2) Distinguish formal research and practice anecdotes. 3) Identify experimental vs. correlational analyses.	Knowledge Skills	23
	SW 315: Advanced Social Work Research	<u>Theory analysis paper:</u> 1) Apply two named theories to case material. 2) Identify data sources for each theory. 3) Distinguish environmental and interpersonal variables.	Knowledge Skills Values Cognitive/  Affective Processes	75

Generalist Sample Curriculum Matrix  
(Competencies 6-9)  
Sample for Competency 6

Competency	Required Social Work Course(s)	Course Content	Dimensions	System Level(s)	Page #
<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities				<b>Individuals</b>	
				<b>Families</b>	
				<b>Groups</b>	
				<b>Organizations</b>	
				<b>Communities</b>	

## Specialized Sample Curriculum Matrix (Competencies 6-9)

### Sample for Specialized Practice: Gerontological Social Work Competency 6

Competency	Required Social Work Course(s)	Course Content	Dimensions	System Level(s)	Page #
Competency 6:  Engage with Individuals, Families, Groups	SW 825: Social Work Practice with Older Adults and Their Families	<b>Psychosocial Assessment:</b> Students complete a psychosocial assessment of an older adult via role play in class.	Knowledge; Values	Individuals	25
	SW 825: Social Work Practice with Older Adults and Their Families	<b>Film, "I Won't Go":</b> Video that discusses rights of older adults and issues related to caregiving by family and friends.	Knowledge; Values; Skills; Cognitive/ Affective Processes	Families	50
	SW 840: Group Practice with Older Adults	<b>Visit to Senior Center:</b> Students visit a senior center and discuss group activities on health and well-being; focus on importance of capitalizing on strengths of older adults.	Knowledge; Values; Skills; Cognitive/ Affective Processes	Groups	61

# Common Reasons for Citations

## Content:

- Curriculum matrix did not reference specific course content by title.
- Did not provide a brief description of each course content.
- Description of course content is vague or unclear.
- Did not provide syllabi for all courses on the curriculum matrix.
- Content in the curriculum matrix could not be located in the referenced syllabus.
- Content in the matrix or syllabi do not reflect the competency, dimension(s), and / or system levels.
- Included assessment measures (e.g., quizzes), rather than specific course content where students are learning the competencies.
- Included electives or non-required content in its curriculum matrix.

# Common Reasons for Citations

## Dimensions:

- Matrix did not include dimensions.
- All four (4) dimensions are not specified for each competency.

## System Levels:

- Did not provide content related to all five (5) system levels for competencies 6-9 (for generalist and advanced generalist matrices).

## Additional Competencies:

- Program added a competency(ies) yet did not include it / them in the curriculum matrix.

## Program Options:

- Did not either include a statement that the matrix applies to all program options or provide a separate matrix for each program option.

# Field Education Processes

***Accreditation Standard 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.*

# Common Reasons for Citations

- For each element of the standard, program does not provide clear:
  - Policies
  - Criteria
  - Procedures
- Does not clearly differentiate between policies, criteria, and procedures.

# Common Reasons for Citations

- Did not differentiate between evaluating student learning and evaluating field-setting effectiveness.
- Provided vague policies, criteria, or procedures.
- Policies are inconsistent with the policies in the student handbook or field manual.
- Did not address all program options.

# Diversity in the Implicit Curriculum

*Accreditation Standard 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.*

*Accreditation Standard 3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.*

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# Diversity in the Implicit Curriculum

Linked to **AS 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.*



# Diversity in the Implicit Curriculum

- *Consistent with Educational Policy 3.0:*
- The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The **dimensions of diversity are understood as the intersectionality of multiple factors** including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion / spirituality, sex, sexual orientation, and tribal sovereign status. **The learning environment consists of** the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

# Common Reasons for Citations

- Did not reference specifically how efforts described in response to **AS 3.0.1** provide a supportive and inclusive learning environment.
- What does the learning environment look like as a result of the diversity efforts described in response to **AS 3.0.1**?
- What is the impact of the efforts described in response to **AS 3.0.1**?
- The narrative in response to **AS 3.0.1** is unclear or insufficient, thus, an updated response to this standard is necessary due to integration between **AS 3.0.1** and **AS 3.0.2**.
- Example: **AS 3.0.1** does not discuss the minimum of two efforts.

# Common Reasons for Citations

- Did not describe the learning environment, as defined in the EPAS.
- Discussed institutional efforts, instead of social work program efforts.
- Discussion focused only on demographic and statistical diversity.
- Did not address all program options.

# Common Reasons for Citations

- Did not provide two or more specific future plans.
- Discussed continuing efforts only, and no new plans to enhance attention to and prioritize diversity efforts.
- Plans must be new, not continuing/maintaining efforts in which the program is already engaging.
- Discussed institutional plans, instead of social work program plans.
- Did not address all program options.

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# Admissions Policies & Procedures

*Accreditation Standard 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.*



# Common Reasons for Citations

- Did not copy and paste clear written policies and the procedures followed to implement those policies.
- Use subtitles to present and label separate policies and procedures.
- Policies and procedures are missing details such as who conducts the application evaluation, timelines for evaluation, and how decision status is determined.
- Did not specify how admission decision notifications are made (letter, email, etc.).

# Common Reasons for Citations

- Did not describe contingent admissions conditions and how those conditions might be removed once admitted.
  - Example: An applicant that has not completed a prerequisite can be admitted with a contingent condition that the prerequisite be completed in the first semester of enrollment.
- Policies provided in Volume 1 of the accreditation document are inconsistent with the policies in the student handbook (Volume 3).
- Did not address all program options.

# Evaluation of Students' Academic & Professional Performance

*Accreditation Standard 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.*

# Common Reasons for Citations

- Did not copy and paste clear written policies and the procedures followed to implement those policies.
- Use subtitles to present and label separate policies and procedures.
- Did not clearly discuss both academic and professional performance policies and procedures.
- Discussion of professional performance policies and procedures focused only on field education performance, yet professional performance in the broader learning environment.

# Common Reasons for Citations

- Provided grievance procedures, yet not written policies.
- Did not clearly describe how the program informs students of these policies and procedures.
- Policies provided in Volume 1 of the accreditation document are inconsistent with the policies in the student handbook (Volume 3).
- Did not address all program options.

# Faculty Qualifications

***Accreditation Standard 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.*

# Faculty Summary Form

- Information provided in this form must be current at the time of submission.
- Information provided for each faculty member must be consistent between the Faculty Summary Form and Faculty Data Forms (CVs).
- One form may be submitted for both baccalaureate and master's programs that lists all faculty, delineating the percentage of assigned time dedicated to each program level.

# Faculty Qualifications

Name of Each Full- and Part-time Faculty Member	Title of Faculty Member	Full-time Faculty Member?  (Per AS B/M3.2.4)	Degree from CSWE-Accredited Master's Program <sup>1</sup> ?  (Per AS 3.2.1 and AS 3.2.2)	Doctoral Degree?  (Per AS 3.2.1 and AS M3.2.4)	Number of Years of Post-MSW Social Work Practice Experience <sup>2</sup>  (Per AS 3.2.2)	Teaching Practice Courses <sup>3</sup> ?  (Per AS 3.2.2)	Number of Years of Service to the Social Work Program  (Per AS 3.2.1)	Percentage of Time Assigned to Program <sup>4</sup> (Per AS B/M3.2.4)	
								Baccalaureate	Master's
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>		%	%
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>		%	%
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>		%	%
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>		%	%
								Total FTE <sup>5</sup> :	Total FTE <sup>5</sup> :

# Common Reasons for Citations

- Faculty members are not current at the time of submission.
- Information provided in the form is inconsistent with Faculty Data Forms (CVs).
- Information is incomplete or missing from the form or the corresponding Faculty Data Forms (CVs).

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# Faculty Teaching Practice Courses

*Accreditation Standard 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.*

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# Common Reasons for Citations

- Form is incomplete.
- Faculty are not current at the time of submission.
- Information provided in the Faculty Summary Form is inconsistent with Faculty Data Forms (CVs).
- Information is incomplete or missing from the Faculty Summary Form or the corresponding Faculty Data Forms (CVs).
- Faculty identified as teaching practice courses do not have an MSW degree from a CSWE-accredited program or the 2 years post-MSW experience documented.

# Full-time Equivalent Faculty-to-Student Ratio

***Accreditation Standard 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.*

# Common Reasons for Citations

- Did not explain how the faculty size is commensurate with each element of the standard:
  - Number and type of curricular offerings in class and field;
  - Number of program options;
  - Class size;
  - Number of students;
  - Advising; and
  - Faculty's teaching, scholarly, and service responsibilities.

# Common Reasons for Citations

- Response was unclear.
  - Use subtitles to present and label the response to each element of the standard.
- Program included staff or other non-faculty members in its faculty-to-student ratio.
- Did not provide a numerical ratio.
- Did not clearly explain the calculation, include the formula, and show the math for each of the following:
  - Full-time faculty FTE (required)
  - Part-time faculty FTE (optional)
  - Full-time student FTE (required)
  - Part-time students FTE (required)

# Common Reasons for Citations

- Math is unclear or inconsistent with content presented elsewhere in the self-study (such as workload policy or the Faculty Summary Form).
- The faculty-to-student ratio calculation presented was inconsistent with the workload policy presented.
  - Example: The program reported that its workload policy for part-time faculty is teaching 10 courses per year, yet reported the full-time equivalence (FTE) for part-time faculty as something other than .1 FTE per class taught.

# Common Reasons for Citations

- Documented a ratio greater than:
  - 1:25 (baccalaureate)
  - 1:12 (master's)
- Program double-counted faculty for both the baccalaureate and master's programs.

# Minimum # of Baccalaureate Full-time Faculty

***Accreditation Standard 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 fulltime baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.*

## Minimum # of Master's Full-time Faculty

***Accreditation Standard 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.*

# Faculty Summary Form

- The Faculty Summary Form is used for compliance with AS 3.2.1, 3.2.2, and AS B / M3.2.4.
- Information provided in this form should be current at the time of submission.
- Chart may be duplicated and expanded as needed.
- Information provided for each faculty member must be consistent between the Faculty Summary Form and Faculty Data Forms (CVs).
- One form may be submitted for both BSW and MSW programs that lists all faculty.
  - Combined BSW and MSW forms must list the percentage of assigned time dedicated to each program level.

# Common Reasons for Citations

- Faculty are not current at the time of submission.
- Information provided in the Faculty Summary Form is inconsistent with the Faculty Data Forms (CVs).
- Information is incomplete or missing from the Faculty Summary Form or the corresponding Faculty Data Forms (CVs).
- Calculations for “Time Assigned to the Program” are unclear.

# Common Reasons for Citations

- Faculty identified as teaching practice courses do not have or documentation does not confirm:
  - MSW degree from a CSWE-accredited program, and
  - Two (2) years post-MSW degree experience.
- Faculty identified as the minimum required for AS B / M3.2.4, do not indicate 51% or more assigned time to that program level.

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# Program Director Appointment

*Accreditation Standard B/M3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate/master's program.*

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# Program Director Documentation Letter

- Format:
  - A memo on letterhead, contract, or hiring letter.
  - An email is insufficient documentation.

# Program Director Documentation Letter

- Content:
  - Explicitly state the program director has a fulltime appointment to social work.
  - Baccalaureate and master's program directors may have a full-time appointment to their respective social work program or to social work overall.
- Explicitly address each program option.
- Feature a signature from a supervisor or administrator.

# Common Reasons for Citations

- Program does not provide a letter.
- Letter does not include a specific statement that appointment is full-time to social work.
- Letter does not specifically identify the program director by name.

## Program Director Assigned Time for Administration

**Accreditation Standard 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.*

**Accreditation Standard 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 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

# Program Director Standards

*AS B / M3.3.4 a-c: Program director qualifications, credentials, and administrative appointment*

## Baccalaureate:

- Documentation that the director has a full-time appointment to the social work program
- A documented master's degree in social work from a CSWE-accredited program (doctoral degree in social work preferred)
- 25% minimum administrative assigned time that is sufficient to lead program operations, inclusive of all program options.

## Master's:

- Documentation that the director has a full-time appointment to the social work program
- A documented master's degree in social work from a CSWE-accredited program (doctoral degree in social work preferred)
- 50% minimum administrative assigned time that is sufficient to lead program operations, inclusive of all program options

# Common Reasons for Citations

- Did not identify one (1) individual program director by name.
- Programs can elect to employ additional administrators.
- However, accreditation narrative must identify one (1) individual program director responsible for all program options.
- Assigned time for administrative leadership included program director duties and other administrator roles (e.g., chair or dean).
- Differentiate between the assigned time to serve as program director, and assigned time for other roles.

# Common Reasons for Citations

- Did not describe how assigned time is calculated.
  - **Example 1:** Full-time workload is teaching eight (8) courses per year. Master's program director receives four (4) course release to dedicate 50% assigned time to administrative leadership.
  - **Example 2:** Full-time workload includes 15% advising and 10% research requirements. Baccalaureate program director is released from both workload requirements to dedicate 25% assigned time to administrative leadership.
- Calculation is unclear.
- Include the formula.
- Show the math.
- Calculation does not align with the faculty workload policy described elsewhere in the accreditation document.

# Common Reasons for Citations

- Did not describe whether assigned time is sufficient.
- Did not explicitly state that assigned time is sufficient.
- Did not specify that assigned time is sufficient to serve as program director for all program options.

## Program Field Assigned Time for Administration

***Accreditation Standard 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.

***Accreditation Standard 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.

# Field Director Standards

*AS B / M3.3.5 a-c: Field director qualifications, credentials,  
and administrative appointment*

## Baccalaureate:

- Documented master's degree in social work from a CSWE-accredited program and 2+ years of post-baccalaureate or post-master's social work degree practice experience in social work
- 25% minimum administrative assigned time that is sufficient to lead field education operations

## Master's:

- Documented master's degree in social work from a CSWE-accredited program and 2+ years of post-master's social work degree practice experience in social work
- 50% minimum administrative assigned time that is sufficient to lead field education operations

# Common Reasons for Citations

- Did not identify one (1) individual field director by name.
  - Programs can elect to employ additional administrators.
  - However, accreditation narrative must identify one (1) individual field director responsible for all program options.
- Assigned time for administrative leadership included program director duties and other administrator roles (e.g., chair or dean).
- Differentiate between the assigned time to serve as field director, and assigned time for other roles.

# Common Reasons for Citations

- Did not describe how assigned time is calculated.
  - **Example 1:** Full-time workload is teaching eight (8) courses per year. Master's field director receives four (4) course release to dedicate 50% assigned time to administrative leadership.
  - **Example 1:** Full-time workload includes 15% advising and 10% research requirements. Baccalaureate field director is released from both workload requirements to dedicate 25% assigned time to administrative leadership.
- Calculation is unclear.
- Include the formula.
- Show the math.
- Calculation does not align with the faculty workload policy described elsewhere in the accreditation document.

# Common Reasons for Citations

- Assigned time for administering the field program also includes assigned time for other duties, such as teaching field seminar or other field courses.
- Field director provides field administration for both baccalaureate and master's programs, but did not clearly show:
  - 25% assigned time is dedicated to baccalaureate field administration
  - 50% assigned time is dedicated to master's field administration
  - 75% assigned time total
- Did not describe whether assigned time is sufficient.
- Did not explicitly state that assigned time is sufficient.
- Did not specify that assigned time is sufficient to serve as program director for all program options.

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Conversations  
2022

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CSWE 68th Annual  
Program Meeting  
November 10-13 | Anaheim, CA



# Personnel & Technological Resources

*Accreditation Standard 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.*



# Common Reasons for Citation

- Described faculty, yet not other support staff or other program personnel.
- This standard only requires a discussion of non-faculty personnel.
- Did not describe technological resources available.
- Did not include a statement whether each type of resource is sufficient to support all of its educational activities, mission, and goals:
  - Support staff
  - Other personnel
  - Technology
- Did not address all program options.

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## Closing

CSWE, commissioners, and social work programs share the same goal / commitment:

*Ensuring quality social work education and competent social work practitioners.*

### Call to Action:

Engage with accreditation processes and CSWE services to best meet your accreditation goals and ensure an excellent and engaging educational experience.

We love to hear from you and collaborate with you!



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## Q & A

What questions do you have for the accreditation team?



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# Appendix A: Bonus Content

 #APM2022

# Interested in becoming a CSWE site visitor for 2022 EPAS?

*Must be a full- or part-time faculty member at a CSWE-accredited program with at least 3 years of teaching experience.*

**Meet the qualifications and interested in volunteering? Contact Alyson Durant at [adurant@cswe.org](mailto:adurant@cswe.org) to learn more.**

# Interested in becoming a Commissioner?

*Calls for applications for commissions and councils are sent to all CSWE members each spring.*

***¡Se buscan voluntarios bilingües (inglés y español)! CSWE is actively recruiting site visitors and commissioners with Spanish fluency and/or Professional Practice Doctoral Program experience.***

*Applicants must have completed at least 3 site visits under the 2015 EPAS in order to be appointed to the Commission.*

**Meet the qualifications and interested in volunteering? Contact Alyson Durant at [adurant@cswe.org](mailto:adurant@cswe.org) to learn more.**

# 2020-2021 Academic Year COA Meeting Statistics

- 428 programs were reviewed at the October 2020, February 2021, and June 2021 COA meetings
  - 1026 standards were cited
  - 124 Reaffirmation decision reviews
  - 84 Letters of Instruction (LOI) issued
  - 76 Candidacy decision reviews
    - Candidacy, 2<sup>nd</sup> Year of Candidacy, or Initial
  - 76 Progress report reviews
  - 9 Restoration report reviews
  - 58 Substantive change proposal reviews
  - 1 Fellowship review

# Standards by Number of AY2020-2021 Citations

#	Standard	#	Standard	#	Standard
69	AS 4.0.1 (Assessment)	26	AS 3.0.2 (Diversity)	20	AS 3.4.1 (Budget)
50	ASB/M2.0.3(Curriculum Matrix)	26	AS B/M 3.3.4(b) (PD full-time)	20	AS B/M 2.2.9(Field instructors)
47	AS 3.2.3 (Ratio)	25	AS 3.0.3 (Diversity)	19	AS B/M 3.1.1 (Admissions)
43	AS 4.0.5 (Assessment)	24	AS 3.1.2 (Admissions)	18	AS 1.0.3 (Mission & Goals)
30	AS 4.0.4 (Assessment)	22	AS 3.4.3 (support staff)	18	AS 3.0.1 (Diversity)
36	AS 4.0.2 (Assessment)	22	AS B/M 2.0.2 (Gen Curriculum)	17	AS 3.4.2 (Using resources)
35	AS B/M 3.3.5(c) (FD Release)	21	AS 3.1.9(Student participation)	15	AS 3.3.6 (Field Structure)
33	AS 4.0.3 (Assessment)	21	AS B/M 2.0.1 (Gen Curriculum)	15	AS M2.1.4 (Curriculum Matrix)
30	AS B/M 3.3.4(c) (PD Release)	21	AS B/M 2.2.2 (Field Opps)	14	AS 1.0.1 (Mission & Goals)
28	AS 2.2.7 (Field Policies)	20	AS 1.0.2 (Mission & Goals)	14	AS 3.3.1 (Admin structure)
27	AS 3.1.7 (Evaluating students)	20	AS 3.1.6 (Advisement)	13	AS 2.2.4 (Field contact)

# Standards by Number of AY2020-2021 Citations

#	Standard	#	Standard	#	Standard
12	AS 3.2.1 (Faculty qualifications)	5	AS 2.2.8 (monitoring field)	3	ASM3.1.3 (advanced standing)
11	AS 3.2.5 (Faculty workload)	5	AS B/M3.3.4(a) (director credentials)	3	AS 3.3.5 (field director name)
9	AS 3.3.3 (Faculty policies)	5	AS B/M3.3.5(b) (field director credentials)	2	AS 3.1.4 (transfer policies)
8	AS 2.2.1 (Field/classroom)	4	AS M2.1.1 (identifying area of specialized practice)	2	AS 3.3.4 (program director name)
8	AS 3.1.8 (Termination)	4	AS M2.1.2 (curriculum design)	1	AS 2.2.5 (field hours)
8	AS 3.2.2 (Practice faculty)	4	AS M2.2.3 (sp. Practice opps)	1	AS 3.2.7 (faculty modeling)
7	AS 2.2.10 (Field training)	4	AS 2.2.11 (field/employment)	1	AS 3.3.2 (curriculum design)
7	AS B3.2.4/M3.2.4 (# of faculty)	4	AS 3.1.10 (student organizing)	1	AS 3.4.4 (library report)
6	AS 3.1.5 (Credit for life/work)	4	AS 3.2.6 (faculty development)	1	AS 3.4.6 (assistive technology)
6	AS 3.4.5 (Class & office space)	4	AS 3.3.5(a) (field director experience)		
5	AS 2.2.6 (field admission)	3	AS M2.1.3 (extend & enhance)		Every AS cited at least once.

# Appendix B: Honorable Mention Standards

*These standards were in the most frequently cited standards in previous years, yet did not make the top this year.*

# Field Instructor Credentials & Practice Experience

***Accreditation Standard 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.*

# Field Instructor Credentials & Practice Experience

***Accreditation Standard 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.*

## Common Reasons for Citation

- Program does not specify that field instructors must hold a degree from a CSWE-accredited program and two-years post-degree practice experience in order to design field learning opportunities for students.
- Program specifies that they must hold a social work degree but does not specify that the degree must be from a CSWE-accredited program.
- Program does not provide a specific mechanism for how it reinforces the social work perspective for students who are not supervised by someone with the requisite credentials.
  - This policy is required, even if it is reported that all students are placed with a field instructor with the requisite credentials.

# Common Reasons for Citation

- Social work perspective is not reinforced above and beyond what all students already receive for students supervised by individuals without the requisite credentials.
- Social work perspective is not reinforced at the student-level.
- Description of how social work perspective is reinforced is vague.
- Program does not include a statement that response applies to all program options or provide a separate response for each program option.

# Field Education Program Administrative Structure & Resources

***Accreditation Standard 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.*

## Common Reasons for Citation

- Program describes the field director's role, but does not specify who is responsible for conducting field visits, leading field seminars, serving as field liaison, or other roles related to administering field (as applicable)
- Program does not describe personnel, time, and technological support available for field education.
- Program does not explicitly state that these resources are sufficient to administer the field education program to meet its mission and goals and why.
- Program does not describe the administrative structure for field education for all program options.
- Program does not describe the sufficiency of personnel, time, and technological support available for field education for all program options.

# Social Work Program Budget

***Accreditation Standard 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.*

## Common Reasons for Citation

- Program does not describe procedures provided for developing the program budget.
- Program provides a budget for the BSW and MSW programs combined, but does not provide a budget differentiated by program level.
- Budget identifies clear reductions in the budget without an explanation for that reduction (a reduction isn't an automatic citation, as long as it is clearly explained).
- Budget form is not complete, with missing fields (such as % hard money)

# Common Reasons for Citation

- Program does not have funds identified for some items on the budget form without an explanation of why those areas are blank.
- Program does not state that the budget is both sufficient and stable to achieve the program's mission and goals and specify why it is sufficient and stable.
- Program does not describe the sufficiency and stability of the budget for all program options.