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**Commission on Accreditation (COA)**

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

**2022 EPAS**

**Self-Study | Volume 1***for Baccalaureate and Master’s Social Work Programs*

**version 12.2022**

*[Delete this help text before submission: Delete the directions before submission.]*

**Directions**

**Purpose**

* This is a required template.
* Content must be current and accurate at the time the accreditation document is submitted.
* Accredited programs submit self-study documents for review by CSWE’s Commission on Accreditation (COA) for issuance of a Letter of instructions (LOI) to the site visitor.
  + Refer to policy [*2.6.1. Reaffirmation Determination Decisions*](https://www.cswe.org/accreditation/standards/epas-handbook/) in the EPAS Handbook for Reaffirmation decisions.
* Candidacy programs submit Benchmark 3 documents for review by CSWE’s Commission on Accreditation (COA) for issuance of an Initial Accreditation decision.
  + Refer to policy [*4.6.1. Initial Accreditation Decisions*](https://www.cswe.org/accreditation/standards/epas-handbook/) in the EPAS Handbook for Initial Accreditation decisions.
* A completed self-study includes:
  + Volume 1: Responses to all standards
  + Volume 2: Syllabi
  + Volume 3: Student Handbook and Field Manual

**Formatting & Submission**

* Submit self-study documents as a Microsoft Word document or searchable PDF, per policy [*1.2.11. Document Submission Policy*](https://www.cswe.org/accreditation/accreditation-process/epas-handbook/1-overview/1-2-coa-policies-and-procedures/1-2-11-document-submission-policy/) in the EPAS Handbook.
  + Each volume must be a single document and may not include separate attachments nor appendices.
  + Scanned documents will not be accepted.
* Email completed Reaffirmation self-study documents to the program’s assigned [Accreditation Specialist](https://www.cswe.org/accreditation/info/contact-accreditation-staff/) by the due date.
  + Email completed Reaffirmation self-study documents to the site visitor 1-month before to the scheduled site visit.
* Email completed Benchmark 3 documents to the program’s assigned [Accreditation Specialist](https://www.cswe.org/accreditation/info/contact-accreditation-staff/) and program’s assigned Accreditation Specialist.

**Timeframe for Review & Response**

Reaffirmation self-studies are reviewed and processed at the next COA meeting. The COA will issue a Letter of Instruction (LOI) requesting the site visitor gather clarifying information from program stakeholders via a site visit. Site visitors and programs will receive the LOI 30-days after the conclusion of the COA meeting.

Initial Accreditation self-studies are reviewed and processed at the assigned COA meeting. Programs and their institution’s president / chancellor will receive a decision letter 30-days after the conclusion of the COA meeting.

*Insert Institution/Program Logo (optional)*

|  |  |
| --- | --- |
| **Date Submitted to CSWE’s Commission on Accreditation:** |  |

# Institution Information

|  |  |
| --- | --- |
| **Name of Educational Institution:** |  |
| **Program State, District, or Territory:** |  |
| **Institution’s President / Chancellor:** | Name  Title |
| **President / Chancellor’s Contact Information:** | Phone  Email |

# Program Information

|  |  |
| --- | --- |
| **Name of Social Work Program:** |  |
| **Review Type:** | Reaffirmation  Initial Accreditation |
| **Program Level for Which Accreditation is sought:** | Baccalaureate  Master’s |
| **Title of Degree Awarded:** |  |
| **Program Website:** |  |
| **Program’s Primary Contact:**  *Must match CSWE records; review* [*Directory of Accredited Programs*](https://www.cswe.org/accreditation/directory/?) *for accuracy.* | Name  Title |
| **Primary Contact’s Information:** | Phone  Email |

## Program Options

Definitions are located in policy *1.2.4. Program Changes* in the [EPAS Handbook](https://www.cswe.org/accreditation/accreditation-process/epas-handbook/).

| **# of Program Options** | **Location or Delivery Method** | **Program Option Type**  *(check one per row)* | **Percentage of the Curriculum Delivered Online**  *(check one per row)* | **Number of Students Enrolled** |
| --- | --- | --- | --- | --- |
| **1** | City, State, Country or Online | **In-person / Face-to-Face / Traditional:**  Main / Primary Campus  Branch / Satellite Campus  **Distance Education:**  Online  Broadcast Site  Correspondence | 0-50%  51-100% | # |
| **2** | City, State, Country or Online | **In-person / Face-to-Face / Traditional:**  Main/Primary Campus  Branch / Satellite Campus  **Distance Education:**  Online  Broadcast Site  Correspondence | 0-50%  51-100% | # |
| **3** | City, State, Country or Online | **In-person / Face-to-Face / Traditional:**  Main / Primary Campus  Branch / Satellite Campus  **Distance Education:**  Online  Broadcast Site  Correspondence | 0-50%  51-100% | # |
| **#** | Add or delete rows as needed |  |  | # |
| **Total number of students enrolled in all program options:** | | | | # |

**Table of Contents**

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**Separate Enclosures:**

Volume 2……Course Syllabi for Required Courses Identified on Curriculum Matrix(ices)

Volume 3…………………………………. Student Handbook and Field Education Manual

# Accreditation Standard 1 — Program Mission

Accreditation Standard 1.0.1: The program has a program-level mission statement that is consistent with the profession’s purpose and values. Institutions with accredited baccalaureate and master’s programs have a separate mission statement for each program.

|  |
| --- |
| 1. **The program provides the program-level mission statement.** |

**Program’s mission statement:**

Insert text here

|  |
| --- |
| 1. **The program describes how the program’s mission statement is consistent with the profession’s purpose and values, as described in Educational Policy 1.0.** |

**Profession’s purpose:**

*“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally.” (EP 1.0, 2022 EPAS)*

**Profession’s values:**

*“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social, racial, economic, and environmental justice.”* *(EP 1.0, 2022 EPAS)*

| **Element of the Profession’s**  **Purpose & Values** | **Excerpts from Program’s Mission Statement & Consistency Explanation**  *[Delete this help text before submission: Identify and discuss specifically how the program’s mission statement is consistent with each element.]* |
| --- | --- |
| Promote human and community well-being | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Person-in-environment framework | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Global perspective | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Respect for human diversity | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Knowledge based on scientific inquiry | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Quest for social, racial, economic, and environmental justice | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Creation of conditions that facilitate the realization of human rights | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Elimination of poverty | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Enhancement of the quality of life for all people, locally and globally | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Valuing service | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Valuing social justice | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Valuing dignity and worth of the person | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Valuing importance of human relationships | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Valuing integrity | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Valuing competence | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Valuing human rights | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
| Valuing scientific inquiry | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 1.0.2:The program’s mission statement is consistent with the program’s context.

|  |
| --- |
| 1. **The program describes its context, including a description of its program options.** |

**Program context:**

*“Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.” (EP 1.0, 2022 EPAS)*

Describe the program's overall context

**Program option #1:** Identify each program option (this must match the program options table at the beginning of the document)

Describe each program option's context

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each program option.]*

|  |
| --- |
| 1. **The program describes how the program mission statement is consistent with the program’s context, as described in Educational Policy 1.0.** |

Quote the program’s full mission statement

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each program option.]*

| **Elements of the Program’s Context** | **Excerpts from Program’s Mission Statement & Consistency Explanation**  *[Delete this help text before submission: Identify and discuss specifically how the program’s mission statement is consistent with each element.]* |
| --- | --- |
|  | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
|  | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
|  | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
|  | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |
|  | Quote mission statement excerpts(s)  Explain how this element is consistent with the excerpt(s) identified |

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

# Accreditation Standard 2 — Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Accreditation Standard 2.0.1:The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

|  |
| --- |
| 1. **The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.** |

**Generalist Practice Efforts:**

Insert text here

*[Delete this help text before submission: Baccalaureate programs will remove the remaining subheadings under compliance statement a., which applies only to master's programs]*

**Area of Specialized Practice Efforts:**

Insert text here

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each area of specialized practice.]*

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 2.0.2:The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

|  |
| --- |
| 1. **The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

# Accreditation Standard 3.1 — Explicit Curriculum: Generalist Practice

Accreditation Standard 3.1.1:The program’s generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

|  |
| --- |
| 1. **The program provides a rationale for its generalist practice curriculum design.** |

|  |
| --- |
| 1. **The program describes how its generalist practice curriculum integrates classroom and field.** |

Insert text here

|  |
| --- |
| 1. **The program describes how its generalist practice curriculum is informed by the professional practice community.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 3.1.2:The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

|  |
| --- |
| 1. **The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).** |

The program’s generalist practice curriculum implements the nine social work competencies *only*.

The program’s generalist practice curriculum implements the nine social work competencies *and additional competencies added by the program*.

*[Delete this help text before submission: Repeat subheading and provide a separate title, descriptive paragraph, and bulleted behaviors for each additional competency.]*

**Competency #: Insert competency title and repeat for each additional competency, if applicable**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted generalist behaviors

|  |
| --- |
| 1. **The program submits Form AS 3.1.2.** |

**Form AS 3.1.2 | Generalist Practice Curriculum Matrix**

Competency 1: Demonstrate Ethical and Professional Behavior

| Course Number & Title | Generalist Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

| Course Number & Title | Generalist Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

| Course Number & Title | Generalist Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

| Course Number & Title | Generalist Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 5: Engage in Policy Practice

| Course Number & Title | Generalist Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

| Course Number & Title | Generalist Course Content | Dimension(s) | System Level(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

| Course Number & Title | Generalist Course Content | Dimension(s) | System Level(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

| Course Number & Title | Generalist Course Content | Dimension(s) | System Level(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

| Course Number & Title | Generalist Course Content | Dimension(s) | System Level(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |

Optional: Competency #: Title of Additional Competency

| Course Number & Title | Generalist Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

|  |
| --- |
| 1. **The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.** |

**Check the box:**

The program provided a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

# Accreditation Standard M3.2 — Explicit Curriculum: Specialized Practice

*[Delete this help text before submission: AS M3.2 is applicable to master’s programs only; baccalaureate programs will remove this standard.]*

Accreditation Standard M3.2.1:The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

|  |
| --- |
| 1. **The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each area of specialized practice.]*

|  |
| --- |
| 1. **The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

**Competency 1: Demonstrate Ethical and Professional Behavior**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency 5: Engage in Policy Practice**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and / or Communities (relevant system levels are selected by the program to reflect the area of specialized practice; must match those identified in response to AS M3.2.4, AS M3.3.2, and AS 5.0.1(a))**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice; must match those identified in response to AS M3.2.4, AS M3.3.2, and AS 5.0.1(a))**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice; must match those identified in response to AS M3.2.4, AS M3.3.2, and AS 5.0.1(a))**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice; must match those identified in response to AS M3.2.4, AS M3.3.2, and AS 5.0.1(a))**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

**Competency #: Insert competency title and repeat for each additional competency, if applicable**

Insert extended and enhanced competency descriptive paragraph.

* List bulleted specialized behavior(s)

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each area of specialized practice.]*

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard M3.2.2:The program’s area(s) of specialized practice builds on elements of generalist practice.

|  |
| --- |
| 1. **The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1.** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

Insert text here

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each area of specialized practice.]*

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard M3.2.3:The program’s specialized practice curriculum integrates classroom and field and is informed by the professional practice community.

|  |
| --- |
| 1. **For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each area of specialized practice.]*

|  |
| --- |
| 1. **For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

Insert text here

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each area of specialized practice.]*

|  |
| --- |
| 1. **For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

Insert text here

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each area of specialized practice.]*

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard M3.2.4:The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

*[Delete this help text before submission: AS M3.2.4 is applicable to master's programs only; baccalaurete programs will remove this standard.]*

|  |
| --- |
| 1. **For each area of specialized practice, the program submits Form AS M3.2.4.** |

**Form AS 3.2.4 | Specialized Practice Curriculum Matrix**

*[Delete this help text before submission: Repeat subheading and develop a separate matrix for each area of specialized practice.]*

Area of Specialized Practice Name: Insert text here

Competency 1: Demonstrate Ethical and Professional Behavior

| Course Number & Title | Specialized Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

| Course Number & Title | Specialized Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

| Course Number & Title | Specialized Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

| Course Number & Title | Specialized Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 5: Engage in Policy Practice

| Course Number & Title | Specialized Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| Course Number & Title | Specialized Course Content | Dimension(s) | System Level(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| Course Number & Title | Specialized Course Content | Dimension(s) | System Level(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| Course Number & Title | Specialized Course Content | Dimension(s) | System Level(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| Course Number & Title | Specialized Course Content | Dimension(s) | System Level(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities | # |

Optional: Competency #: Title of Additional Competency

| Course Number & Title | Specialized Course Content | Dimension(s) | Page Number in Volume 2 Syllabi |
| --- | --- | --- | --- |
|  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |
| Insert a new row for each identified course content |  | Knowledge  Values  Skills  Cognitive & Affective Processes | # |

*[Delete this help text before submission: Repeat subheading and embed a separate matrix for each area of specialized practice.]*

|  |
| --- |
| 1. **The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.** |

**Check the box:**

The program provided a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

# Accreditation Standard 3.3 — Explicit Curriculum: Field Education

Accreditation Standard 3.3.1:The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

|  |
| --- |
| 1. **The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:** 2. **individuals,** 3. **families,** 4. **groups,** 5. **organizations, and** 6. **communities.** |

**Check the box:**

The program provided a Field Manual in Volume 3 of benchmark documents.

**How the program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:**

Insert text here

| **System Level** | **Examples of Field Setting Tasks, Roles, and/or Opportunities for Students to Practice with Each System Level** |
| --- | --- |
| **Individuals** |  |
| **Families** |  |
| **Groups** |  |
| **Organizations** |  |
| **Communities** |  |

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard M3.3.2:The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.

*[Delete this help text before submission: AS M3.3.2 is applicable to master's programs only; baccalaureate programs will remove this standard.]*

|  |
| --- |
| 1. **The program identifies the relevant system level(s) for each area of specialized practice.** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

**Check all that apply:**

Individuals

Families

Groups

Organizations

Communities

*[Delete this help text before submission: Repeat subheading and checkboxes for each area of specialized practice.]*

|  |
| --- |
| 1. **For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level.** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

**How the program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level:**

Insert text here

| **System Level**  *[Delete this help text before submission: Only include the system levels relevant to this area of specialized practice.]* | **Examples of Field Setting Tasks, Roles, and/or Opportunities for Students to Practice with Each System Level** |
| --- | --- |
| **Individuals** |  |
| **Families** |  |
| **Groups** |  |
| **Organizations** |  |
| **Communities** |  |

*[Delete this help text before submission: Repeat subheading and insert a separate narrative and table for each area of specialized practice.]*

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 3.3.3:The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.

|  |
| --- |
| 1. **The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master’s programs.** |

Insert text here

|  |
| --- |
| 1. **The program describes how its field hour requirement is articulated to students and field personnel.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 3.3.4:The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

|  |
| --- |
| 1. **The program describes the field education program’s process for:** 2. **identifying, approving, and engaging with field education settings;** 3. **orienting and engaging with field instructors; and** 4. **evaluating field instructor and field education setting effectiveness.** |

**Process for identifying field education settings:**

Insert text here

**Process for approving field education settings:**

Insert text here

**Process for engaging with field education settings:**

Insert text here

**Process for orienting field instructors:**

Insert text here

**Process for engaging with field instructors:**

Insert text here

**Process for evaluating field instructor effectiveness:**

Insert text here

**Process for evaluating field education setting effectiveness:**

Insert text here

|  |
| --- |
| 1. **The program describes how these processes are articulated to students and field personnel.** |

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 3.3.5:The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

|  |
| --- |
| 1. **The program describes the field education program’s process for:** 2. **orienting students;** 3. **placing students;** 4. **monitoring and supporting student learning;** 5. **implementing student safety protocols; and** 6. **evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).** |

**Process for orienting students:**

Insert text here

**Process for placing students:**

Insert text here

**Process for monitoring and supporting student learning:**

Insert text here

**Process for implementing student safety protocols:**

Insert text here

**Process for evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program):**

Insert text here

|  |
| --- |
| 1. **The program describes how these processes are articulated to students and field personnel.** |

Insert text here

|  |
| --- |
| 1. The program addresses all program options. |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard B3.3.6:The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master’s degree in social work from a CSWE-accredited program\* and who has at least two years of post-social work degree practice experience in social work.

*\*This, and all future references to degrees from social work programs accredited by CSWE, includes degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.*

*[Delete this help text before submission: AS B3.3.6 is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.** |

Baccalaureate-level field instructors hold a baccalaureate or master’s degree from a CSWE-accredited program:

Yes

No

Baccalaureate-level field instructors possess a minimum of two-years post-social work degree practice experience in social work:

Yes

No

|  |
| --- |
| 1. **The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.** |

Insert text here

|  |
| --- |
| 1. **The program describes how these processes are articulated to students and field personnel.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard M3.3.6:The program ensures that all master’s students receive field supervision from an individual who holds a master’s degree in social work from a CSWE-accredited program and who has at least two years of post-master’s social work degree practice experience in social work.

*\*This, and all future references to degrees from social work programs accredited by CSWE, includes degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.*

*[Delete this help text before submission: AS M3.3.6 is applicable to master's programs only; baccalaureate programs will remove this standard.]*

|  |
| --- |
| 1. **The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.** |

Master’s-level field instructors hold a master’s degree from a CSWE-accredited program:

Yes

No

Master’s -level field instructors possess a minimum of two-years post-master’s social work degree practice experience in social work:

Yes

No

Insert text here

|  |
| --- |
| 1. **The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.** |

Insert text here

|  |
| --- |
| 1. **The program describes how these processes are articulated to students and field personnel.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 3.3.7:The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

|  |
| --- |
| 1. **The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program’s policy includes:** 2. **how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);** 3. **how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and** 4. **how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.** |

**The program permits field placements in an organization in which the student is also employed.**

Yes

No

**Policy:**

Insert full policy text here

*[Delete this help text before submission: If the program responded "no" to the previous affirmation, remove the next subheadings under compliance statement a.]*

**If co-occurring field education and employment are permitted, the policy includes:**

How the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized).

How field education supervision is distinct from employment supervision time, even when provided by the same supervisor.

How the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

|  |
| --- |
| 1. **The program describes how these policies are articulated to students and field personnel.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

# Accreditation Standard 4.1 — Implicit Curriculum: Student Development

Accreditation Standard 4.1.1:The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

|  |
| --- |
| 1. **The program describes how its admissions policies make the program equitable and**   **inclusive, with particular attention to underrepresented as well as historically and**  **currently oppressed groups.** |

**The program elects to adopt the institution’s admission’s policies:**

Yes

No

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard B4.1.2:The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.

*[Delete this help text before submission: AS B4.1 is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides its:** 2. **Criteria for admission;** 3. **Process for the evaluation of applications;** 4. **Admission decision types; and** 5. **Process for the notification of each decision type.** |

**Criteria for admission:**

**Admission into the institution and baccalaureate program occurs simultaneously:**

Yes

No

**Process for the evaluation of applications:**

Insert text here

**The program elects to adopt the institution’s admission application evaluation process:**

Yes

No

**Admission decision types:**

**The program elects to adopt the institution’s admission decision types:**

Yes

No

**Process for the notification of each decision type:**

**The program elects to adopt the institution’s admission notification policies and procedures:**

Yes

No

|  |
| --- |
| 1. **The program describes how the admission criteria and processes are articulated.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard M4.1.2:The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.

*[Delete this help text before submission: AS M4.1 is applicable to master's programs only; baccalaureate programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides its:** 2. **Criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;** 3. **Process for the evaluation of applications;** 4. **Admission decision types; and** 5. **Process for the notification of each decision type.** |

**Criteria for admission:**

Insert text here

**Admission into the institution and master’s program occurs simultaneously:**

Yes

No

**Admission criteria includes an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization:**

Yes

No

**Standard Admittance**

Insert text here

**Transfer Admittance**

Insert text here

**Process for the evaluation of applications:**

**The program elects to adopt the institution’s admission application evaluation process:**

Yes

No

Insert text here

**Admission decision types:**

**The program elects to adopt the institution’s admission decision types:**

Yes

No

Insert text here

**Process for the notification of each decision type:**

**The program elects to adopt the institution’s admission notification policies and procedures:**

Yes

No

Insert text here

|  |
| --- |
| 1. **The program describes how the admission criteria and processes are articulated.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard M4.1.3:The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level.

*[Delete this help text before submission: AS M4.1 is applicable to master's programs only; baccalaureate programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides its policy for awarding advanced standing.** |

**Advanced standing is awarded only to those with a(n): 1) CSWE-accredited baccalaureate social work degree; 2) CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an** [**MOU**](https://www.cswe.org/getmedia/95e13933-1b9c-4f75-8f70-484f38ed4cc6/CASWE-MOU.pdf) **with CSWE and CASWE); and 3) Internationally earned** [**ISWDRES**](https://www.cswe.org/centers-initiatives/international-degree-review/)**-evaluated degree comparable to a baccalaureate social work:**

Yes

No

Insert full policy text here

|  |
| --- |
| 1. **The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs\* do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level.** |

Insert full policy text here

|  |
| --- |
| 1. **The program describes how these policies are articulated.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.1.4:The program has policies for the transfer of social work course credit.

|  |
| --- |
| 1. **The program provides its policies for the transfer of social work course credit.** |

**The program elects to adopt the institution’s transfer credit policies and procedures:**

Yes

No

**The program only accepts field education and practice course transfer credits from other CSWE-accredited or candidacy social work programs:**

Yes

No, the program assesses course equivalency to comply with all AS 3.2 standards and AS 4.2.2

If the program responded "yes" to the previous affirmation, insert full policy text here

If the program responded "no" to the previous affirmation, insert full policy text here and explain how the program assesses course equivalency to comply with all AS 3.2 standards and AS 4.2.2

|  |
| --- |
| 1. **The program describes how these policies are articulated.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.1.5:The program does not grant social work course credit for life experience or previous work experience.

|  |
| --- |
| 1. **The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.** |

**The policy explicitly states that the social work program does not grant social work course credit for: 1) life experience, and 2) previous work experience:**

Yes

No

Insert full policy text here

|  |
| --- |
| 1. **The program describes how this policy is articulated.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.1.6:The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

|  |
| --- |
| 1. **The program provides its policy for academic advising.** |

Insert full policy text here

|  |
| --- |
| 1. **The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.** |

**The policy includes that professional advising is provided by social work program faculty or staff.**

Yes

No

Insert full policy text here

|  |
| --- |
| 1. **The program describes how these policies are articulated.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.1.7:The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.

|  |
| --- |
| 1. **The program provides its policies for evaluating academic performance.** |

Insert full policy text here

|  |
| --- |
| 1. **The program provides its policies for evaluating professional performance.** |

Insert full policy text here

|  |
| --- |
| 1. **The program provides its policies for student termination from the program.** |

**The program elects to adopt the institution’s termination policies:**

Yes

No

Insert full policy text here

|  |
| --- |
| 1. **The program provides its policies related to due process for reasons of academic performance.** |

Insert full policy text here

|  |
| --- |
| 1. **The program provides its policies related to due process for reasons of professional performance.** |

Insert full policy text here

|  |
| --- |
| 1. **The program provides its policies related to due process for reasons of student termination from the program.** |

Insert full policy text here

|  |
| --- |
| 1. **The program describes how these policies are articulated.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.1.8:The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

|  |
| --- |
| 1. **The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.** |

Insert full policy text here

|  |
| --- |
| 1. **The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.** |

Insert full policy text here

|  |
| --- |
| 1. **The program describes how these policies are articulated.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

# Accreditation Standard 4.2 — Implicit Curriculum: Faculty

Accreditation Standard B4.2.1:The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program.

*[Delete this help text before submission: AS B4.21 is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program submits Form AS 4.2.1.** |

**Form AS 4.2.1 | Faculty Summary Form**

**Program Level:**

*(check one only)*

Baccalaureate

Master’s

| # | **Name of Each**  **Full- and Part-time Faculty Member (in alphabetical order)** | **Title** | **Full-time Faculty Member?** | **Full-time Appointment to Social Work?** | **Principal Assignment (for**  **full-time faculty only)** | **Percentage of Assigned Time to Program Level Under Review** | **Degree from CSWE-Accredited Master’s Program?** | **Doctoral Degree?** | **Number of Years of Post-BSW Practice Experience** | **Number of Years of Post-MSW Practice Experience** | **Teaching Practice Courses?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 2 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 3 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 4 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 5 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 6 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 7 | Add or delete rows as needed |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |

|  |
| --- |
| 1. **The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.** |

*[Delete this help text before submission: repeat and complete the Faculty Data Form as needed for each faculty member.]*

**Form AS 4.2.1 | Faculty Data Form**

**Name of Faculty Member:** Insert text here

**Degree(s) Earned**

**Faculty member has a master’s degree in social work from a CSWE-accredited program.**

Yes

No

|  |  |
| --- | --- |
| Degree: |  |
| **Institution Granting Degree:** |  |
| **Major:** |  |
| **Date Awarded:** |  |

*[Delete this help text before submission: Duplicate table for each degree earned.]*

**Academic Appointment(s)**

|  |  |
| --- | --- |
| Employing Academic Institution: |  |
| **Title(s):** |  |
| **Location:** | City, State |
| **Start date:** | MM/YYYY |
| **End date:** | MM/YYYY |

*[Delete this help text before submission: Duplicate table for each academic institution.]*

**Post–Baccalaureate and Post–Master’s Social Work Practice Experience**

**Faculty member has at least two years of *post-master’s* social work degree**

**practice experience in social work.**

Yes

No

|  |  |
| --- | --- |
| Employer: |  |
| **Title(s):** |  |
| **Location:** | City, State |
| **Start date:** | MM/YYYY |
| **End date:** | MM/YYYY |

*[Delete this help text before submission: Duplicate table for each employer.]*

|  |
| --- |
| 1. **The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program.** |

|  |  |
| --- | --- |
| The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program: | Yes  No |
| A majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program: | Yes  No |

|  |  |
| --- | --- |
| The total # of full-time faculty with principal assignment (51% or more of their appointment) to the baccalaureate program: | # |
| Of those, the total # of full-time faculty that have a master’s degree in social work from a CSWE-accredited program: | # |

|  |
| --- |
| 1. **The program includes faculty for all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan includes faculty for all program options.

Accreditation Standard M4.2.1:The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

*[Delete this help text before submission: AS M4.2.1 is applicable to master's programs only; baccalaureate programs will remove this standard.]*

|  |
| --- |
| 1. **The program submits Form AS 4.2.1.** |

**Form AS 4.2.1 | Faculty Summary Form**

**Program Level:**

*(check one only)*

Baccalaureate

Master’s

| # | **Name of Each**  **Full- and Part-time Faculty Member (in alphabetical order)** | **Title** | **Full-time Faculty Member?** | **Full-time Appointment to Social Work?** | **Principal Assignment (for**  **full-time faculty only)** | **Percentage of Assigned Time to Program Level Under Review** | **Degree from CSWE-Accredited Master’s Program?** | **Doctoral Degree?** | **Number of Years of Post-BSW Practice Experience** | **Number of Years of Post-MSW Practice Experience** | **Teaching Practice Courses?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 2 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 3 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 4 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 5 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 6 |  |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |
| 7 | Add or delete rows as needed |  | Yes  No | Yes  No | Baccalaureate  Master’s  Other, specify or remove if N/A | % | Yes  No | Yes  No | # | # | Yes  No |

|  |
| --- |
| 1. **The program submits a Faculty Data Form for each full- and part-time master’s social work program faculty member.** |

*[Delete this help text before submission: repeat and complete the Faculty Data Form as needed for each faculty member.]*

**Form AS 4.2.1 | Faculty Data Form**

**Name of Faculty Member:** Insert text here

**Degree(s) Earned**

**Faculty member has a master’s degree in social work from a CSWE-accredited program.**

Yes

No

|  |  |
| --- | --- |
| Degree: |  |
| **Institution Granting Degree:** |  |
| **Major:** |  |
| **Date Awarded:** |  |

*[Delete this help text before submission: Duplicate table for each degree earned.]*

**Academic Appointment(s)**

|  |  |
| --- | --- |
| Employing Academic Institution: |  |
| **Title(s):** |  |
| **Location:** | City, State |
| **Start date:** | MM/YYYY |
| **End date:** | MM/YYYY |

*[Delete this help text before submission: Duplicate table for each academic institution.]*

**Post–Baccalaureate and Post–Master’s Social Work Practice Experience**

**Faculty member has at least two years of *post-master’s* social work degree**

**practice experience in social work.**

Yes

No

|  |  |
| --- | --- |
| Employer: |  |
| **Title(s):** |  |
| **Location:** | City, State |
| **Start date:** | MM/YYYY |
| **End date:** | MM/YYYY |

*[Delete this help text before submission: Duplicate table for each employer.]*

|  |
| --- |
| 1. **The program identifies the total number of full-time faculty whose principal assignment is to the master’s program\*. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program and a doctoral degree.** |

|  |  |
| --- | --- |
| The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program: | Yes  No |
| A majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree: | Yes  No |

|  |  |
| --- | --- |
| The total # of full-time faculty with principal assignment (51% or more of their appointment) to the master’s program: | # |
| Of those, the total # of full-time faculty that have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree: | # |

|  |
| --- |
| 1. **The program includes faculty for all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan includes faculty for all program options.

Accreditation Standard 4.2.2:Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work.

|  |
| --- |
| * 1. **The program identifies its social work practice courses.** |

**Generalist Practice | Practice Courses:**

| **Course Number:** | **Course Title** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  | Add or delete rows as needed |

*[Delete this help text before submission: This section is applicable to master's programs only; baccalaurete programs will remove this section.]*

**Area of Specialized Practice #1: Name of Area of Specialized Practice | Practice Courses:**

| **Course Number:** | **Course Title** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  | Add or delete rows as needed |

*[Delete this help text before submission: Repeat subheading and insert a separate table for each area of specialized practice.]*

|  |
| --- |
| 1. **The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.** |

**Generalist Practice:**

| **Faculty Member Name** | **Has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work?** |
| --- | --- |
| List each faculty member teaching practice courses | Yes  No |
|  | Yes  No |
|  | Yes  No |
|  | Yes  No |
| Add or delete rows as needed | Yes  No |

*[Delete this help text before submission: This section is applicable to master's programs only; baccalaureate programs will remove this section.]*

*[Delete this help text before submission: Repeat subheading and insert a separate table for each area of specialized practice.]*

**Area of Specialized Practice #1: Name of Area of Specialized Practice:**

| **Faculty Member Name** | **Has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work?** |
| --- | --- |
| List each faculty member teaching practice courses | Yes  No |
|  | Yes  No |
|  | Yes  No |
|  | Yes  No |
| Add or delete rows as needed | Yes  No |

|  |
| --- |
| 1. **The program includes faculty and practice courses for all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan includes faculty for all program options.

Accreditation Standard B4.2.3:Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

*[Delete this help text before submission: AS B4.2.3 is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides its full-time equivalent faculty-to-student ratio.** |

**The ratio is current and reflects the time of submission:**

Yes   
 No

**Numerical full-time equivalent (FTE) Faculty-to-Student Ratio:** Insert #:# here

|  |
| --- |
| 1. **The program describes how this ratio is calculated.** |

|  |  |
| --- | --- |
| **Formula used to calculate FTE of full-time faculty** |  |
| **Total numerical FTE of full-time faculty** | # |
| **Formula used to calculate FTE of part-time faculty** |  |
| **Total numerical FTE of part-time faculty** | # |
| **Total numerical FTE of all full- and part-time faculty** | # |

|  |  |
| --- | --- |
| **Formula used to calculate FTE of full-time students** |  |
| **Total numerical FTE of full-time students** | # |
| **Formula used to calculate FTE of part-time students** |  |
| **Total numerical FTE of part-time students** | # |
| **Total numerical FTE of all full- and part-time students** | # |

**Mathematical calculation of FTE ratio:** Mathematical calculation using the totals input from the table above

|  |
| --- |
| 1. **For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).** |

**The program meets the 1:25 faculty-to-student ratio.**

Yes   
 No

*[Delete this help text before submission: If the program responded "yes" to the previous affirmation, remove the remaining subheadings under compliance statement c.]*

**The program’s faculty-to-student ratio is higher than 1:25, and the ratio is sufficient.**

Yes   
 No

**Evidence demonstrating achievement of student competence [AS 5.0.1(b)]:**

Insert text here

**Evidence demonstrating achievement of program outcomes (AS 5.0.3):**

Insert text here

|  |
| --- |
| 1. **The program’s calculation is inclusive of all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan includes faculty for all program options.

Accreditation Standard M4.2.3:Inclusive of all program options, the master’s program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

*[Delete this help text before submission: AS M4.2.3 is applicable to master's programs only; baccalaurete programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides its full-time equivalent faculty-to-student ratio.** |

**Numerical full-time equivalent (FTE) Faculty-to-Student Ratio:** Insert #:# here

|  |
| --- |
| 1. **The program describes how this ratio is calculated.** |

|  |  |
| --- | --- |
| **Formula used to calculate FTE of full-time faculty** |  |
| **Total numerical FTE of full-time faculty** | # |
| **Formula used to calculate FTE of part-time faculty** |  |
| **Total numerical FTE of part-time faculty** | # |
| **Total numerical FTE of all full- and part-time faculty** | # |

|  |  |
| --- | --- |
| **Formula used to calculate FTE of full-time students** |  |
| **Total numerical FTE of full-time students** | # |
| **Formula used to calculate FTE of part-time students** |  |
| **Total numerical FTE of part-time students** | # |
| **Total numerical FTE of all full- and part-time students** | # |

**Mathematical calculation of FTE ratio:** Mathematical calculation using the totals from the table above

|  |
| --- |
| 1. **For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).** |

**The program meets the 1:12 faculty-to-student ratio.**

Yes   
 No

**The program’s faculty-to-student ratio is higher than 1:12, and the is ratio sufficient.**

Yes   
 No

**Evidence demonstrating achievement of student competence [AS 5.0.1(b)]:**

Insert text here

**Evidence demonstrating achievement of program outcomes (AS 5.0.3):**

Insert text here

|  |
| --- |
| 1. **The program’s calculation is inclusive of all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan includes faculty for all program options.

# Accreditation Standard 4.3 — Implicit Curriculum: Administrative and Governance Structure

Accreditation Standard 4.3.1:The program has the necessary autonomy to achieve its mission.

|  |
| --- |
| 1. **The program provides an organizational chart of its administrative structure.** |

**Organizational Chart of Administrative Structure:**

Embed the program's organizational chart of administrative structure here

|  |
| --- |
| 1. **The program describes how it has the necessary autonomy to achieve its mission.** |

**Description of autonomy:**

Insert text here

**Statement of autonomy:**

State whether the program has the necessary autonomy to achieve its mission

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.3.2:The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).

|  |
| --- |
| 1. **The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.** |

**Description of responsibility:**

Insert text here

**Statement of responsibility:**

State whether the social work faculty has responsibility for defining program curriculum consistent with the EPAS

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.3.3:The program’s administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.

|  |
| --- |
| 1. **The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:** 2. **recruitment and hiring of program personnel;** 3. **retention of program personnel;** 4. **promotion of program personnel; and** 5. **tenure of program personnel (if applicable).** |

**Recruitment of program personnel:**

Insert text here

**Hiring of program personnel:**

Insert text here

**Retention of program personnel:**

Insert text here

**Promotion of program personnel:**

Insert text here

**Tenure of program personnel (if applicable):**

The program offers tenure to program personnel.

Yes

No

*[Delete this help text before submission: If the program responded "no" to the previous affirmation, remove the remaining subheadings under compliance statement a.]*

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.3.4(a):The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master’s social work programs have a separate director appointed for each program.

|  |
| --- |
| 1. **The program identifies the program director\* who administers all program options.**   \**It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to all references to "program director."* |

Insert the program director's name

**The program identifies one (1) program director who administers all program options:**

Yes

No

**The program director also serves as the field director:**

Yes

No

|  |
| --- |
| 1. **The program provides documentation that the program director has a full-time appointment to the baccalaureate or master’s social work program.** |

Embed documentation here

|  |
| --- |
| 1. **Institutions with accredited baccalaureate and master’s programs identify the separate directors appointed to each program.** |

The institution has only one (1) program level.

The institution has both CSWE-accredited baccalaureate and master’s social work programs.

*[Delete this help text before submission: The following subheadings are applicable to institutions with both accredited program levels; institutions with only one program level will remove these subheadings.]*

**Baccalaureate program director’s name:** Insert the program director's name

**Master’s program director’s name:** Insert the program director's name

Accreditation Standard B4.3.4(b):The baccalaureate program director has a master’s degree in social work from a CSWE accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

*[Delete this help text before submission: AS B4.3.4(b) is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program attests that the program director has a master’s degree in social work from a CSWE-accredited program.** |

**Program director has a master’s degree in social work from a CSWE-accredited program:**

Yes

No

|  |
| --- |
| 1. **The program describes the program director’s ability to provide leadership to the social work program.** |

Insert text here

Accreditation Standard M4.3.4(b):The master’s program director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and / or other academic and professional activities in social work.

*[Delete this help text before submission: AS M4.3.4(b) is applicable to master's programs only; baccalaurete programs will remove this standard.]*

|  |
| --- |
| 1. **The program attests that the program director has a master’s degree in social work from a CSWE-accredited program.** |

**Program director has a master’s degree in social work from a CSWE-accredited program:**

Yes

No

|  |
| --- |
| 1. **The program describes the program director’s ability to provide leadership to the social work program.** |

Insert text here

Accreditation Standard B4.3.4(c):The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

*[Delete this help text before submission: AS B4.3.4(c) is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides the program director’s workload.** |

Insert text here

|  |
| --- |
| 1. **The program describes the procedures for calculating the program director’s assigned time to administer the baccalaureate social work program.** |

Insert text here

|  |
| --- |
| 1. **The program provides the program director’s percentage of assigned time to administer the baccalaureate social work program.** |

Insert % here

|  |
| --- |
| 1. **The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.** |

**Description of sufficiency:**

Insert text here

**Statement of sufficiency:**

Insert text here

Accreditation Standard M4.3.4(c):The master’s program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

*[Delete this help text before submission: AS M4.3.4(c) is applicable to master's programs only; baccalaurete programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides the program director’s workload.** |

Insert text here

|  |
| --- |
| 1. **The program describes the procedures for calculating the program director’s assigned time to administer the master’s social work program.** |

Insert text here

|  |
| --- |
| 1. **The program provides the program director’s percentage of assigned time to administer the master’s social work program.** |

Insert % here

|  |
| --- |
| 1. **The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.** |

**Description of sufficiency:**

Insert text here

**Statement of sufficiency:**

Insert text here

Accreditation Standard 4.3.5(a):The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master’s social work programs may have the same field education director appointed to both programs.

|  |
| --- |
| 1. **The program identifies the field education director\*, who administers all program options.**   \**It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to all references to "field education director."* |

Insert the field education director's name

**The program identifies one (1) field education director who administers all program options:**

Yes

No

|  |
| --- |
| 1. **The program provides documentation that the field education director has a full-time appointment to social work.** |

Embed documentation here

|  |
| --- |
| 1. **Institutions with both accredited baccalaureate and master’s social work programs identify the field education director for each program.** |

The program has only one (1) program level.

The program has both CSWE-accredited baccalaureate and master’s programs.

*[Delete this help text before submission: The following subheadings are applicable to institutions with both accredited program levels; institutions with only one program level will remove these subheadings.]*

**Baccalaureate field education director’s name:** Insert text here

**Master’s field education director’s name:** Insert text here

Accreditation Standard B4.3.5(b):The baccalaureate field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.

*[Delete this help text before submission: AS B4.3.5(b) is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program\* and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work.**   *\*Includes degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.* |

**Field education director has a master’s degree in social work from a CSWE-accredited program:**

Yes

No

**Field education director has at least two years of post-baccalaureate or post-master’s social work degree practice experience in social work:**

Yes

No

|  |
| --- |
| 1. **The program describes the field director’s ability to provide leadership to the field education program.** |

Insert text here

Accreditation Standard M4.3.5(b):The master’s field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.

*[Delete this help text before submission: AS M4.3.5(b) is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program\* and at least two years of post-master’s social work degree practice experience in social work.**   *\*Includes degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.* |

**Field education director has a master’s degree in social work from a CSWE-accredited program:**

Yes

No

**Field education director has at least two years of post-master’s social work degree practice experience in social work:**

Yes

No

|  |
| --- |
| 1. **The program describes the field director’s ability to provide leadership to the field education program.** |

Insert text here

Accreditation Standard B4.3.5(c):The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.

*[Delete this help text before submission: AS B4.3.5(c) is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides the field education director’s workload.** |

Insert text here

|  |
| --- |
| 1. **The program describes the procedures for calculating the field education director’s assigned time to administer the field education program.** |

Insert text here

|  |
| --- |
| 1. **The program provides the field education director’s percentage of assigned time to administer the field education program.** |

Insert % here

|  |
| --- |
| 1. **The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.** |

**Description of sufficiency:**

Insert text here

**Statement of sufficiency:**

State whether this time is sufficient to administer the field education program, inclusive of all program options

Accreditation Standard M4.3.5(c):The master’s field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.

*[Delete this help text before submission: AS M4.3.5(c) is applicable to baccalaureate programs only; master's programs will remove this standard.]*

|  |
| --- |
| 1. **The program provides the field education director’s workload.** |

Insert text here

|  |
| --- |
| 1. **The program describes the procedures for calculating the field educations director’s assigned time to administer the field education program.** |

Insert text here

|  |
| --- |
| 1. **The program provides the field education director’s percentage of assigned time to administer the field education program.** |

Insert % here

|  |
| --- |
| 1. **The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.** |

**Description of sufficiency:**

Insert text here

**Statement of sufficiency:**

State whether this time is sufficient to administer the field education program, inclusive of all program options

Accreditation Standard 4.3.6:The program has sufficient personnel and technological support to administer the field education program.

|  |
| --- |
| 1. **The program provides an organizational chart for the administration for field education.** |

**Organizational Chart for Administration of Field Education:**

Embed the program's organizational chart of field education administration structure here

|  |
| --- |
| 1. **The program describes whether its resources are sufficient to administer field education, including:** 2. **personnel, and** 3. **technological support.** |

**Description of program’s field education personnel:**

Insert text here

***Statement of sufficiency:***

State whether personnel are sufficient to administer field education

**Description of program’s field education technological support:**

Insert text here

***Statement of sufficiency:***

State whether technological support are sufficient to administer field education

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

# Accreditation Standard 4.4 — Implicit Curriculum: Resources

Accreditation Standard 4.4.1:The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.

|  |
| --- |
| 1. **The program describes the process for budget development and administration it uses to:** 2. **achieve its mission, and** 3. **continuously improve the program** |

**Budget development and administration process used to *achieve its mission*:**

Insert text here

**Budget development and administration process used to *continuously improve the program*:**

Insert text here

|  |
| --- |
| 1. **The program submits a program-level Form AS 4.4.1 for the baccalaureate or master’s social work program.** |

**Form AS 4.4.1 | Budget Form**

**Program Level:**

*(check one only)*

Baccalaureate

Master’s

**Program Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Budget Expenses** | **Previous Year:**  **20YY-20YY** | **Current Year:**  **20YY-20YY** | **Next Year:**  **20YY-20YY** |
| **Full-time Faculty Salaries** | $ | $ | $ |
| **Administrator Salaries** | $ | $ | $ |
| **Part-time Faculty Salaries** | $ | $ | $ |
| **Staff Salaries** | $ | $ | $ |
| **Fringe Benefits**  *(for all faculty, administrators, & staff)* | $ | $ | $ |
| **Student Financial Aid** | $ | $ | $ |
| **Technological Resources** | $ | $ | $ |
| **Supplies & Ancillary Services** | $ | $ | $ |
| **Travel**  *(for all faculty, administrators, staff, & students)* | $ | $ | $ |
| **Other, please specify** | $ | $ | $ |
| **Total:** | **$** | **$** | **$** |

|  |
| --- |
| 1. **The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.** |

**Description of sufficiency to *achieve the program’s mission*:**

Insert text here

**Statement of sufficiency:**

State whether financial resources are sufficient to achieve the program's mission

**Description of sufficiency to *continuously improve the program*:**

Insert text here

**Statement of sufficiency:**

State whether financial resources are sufficient to continuously improve the program

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response / compliance plan is the same for all program options.

Our response / compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.4.2:The program has sufficient support staff to carry out its educational activities and achieve its mission.

|  |
| --- |
| 1. **The program describes its support staff or other personnel structure.** |

Insert text here

|  |
| --- |
| 1. **The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.** |

**Description of sufficiency:**

Insert text here

**Statement of sufficiency:**

State whether support staff is sufficient to carry out its educational activities and achieve its mission

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.4.3:The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

|  |
| --- |
| 1. **The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.** |

**Form AS 4.4.3 | Library Report**

**Library Resources for the Social Work Program**

1. **Describe whether there is a library specific to the social work program, a single institutional library, and/or multiple intuitional libraries available to social work students, faculty, and staff.**

Insert text here

1. **Describe the availability of library resources for social work students, faculty, and staff (e.g., hours, virtual access, in-person access).**

Insert text here

1. **Describe library equipment and technology available to social work students, faculty, and staff (e.g., computers, scanners, printers).**

Insert text here

1. **Describe social work student, faculty, and staff access to online resources (e.g., databases, catalogs, subject guides, academic journals).**

Insert text here

1. **Describe social work student access to consortium library resources (e.g., interlibrary library loan, article delivery, and other related services).**

Insert text here

1. **Describe how social work faculty, staff, and/or students can recommend library items for purchase, and describe how the library addresses such recommendations.**

Insert text here

1. **Describe the borrowing/access policies relevant the social work students, faculty, and staff, including costs, limitations on access/delivery, and/or restrictions.**

Insert text here

1. **Describe any resources available exclusively to social work students, if any.**

Insert text here

**Library Faculty / Staff**

1. **Describe the availability of a librarian with a specific social work designation (e.g., social work librarian, social work bibliographer, and/or social work liaison). If so, describe the job responsibilities and the relevant activities of this position.**

Insert text here

1. **Describe any other librarian roles/activities at the library that benefit social work education, such as data management or scholarly support.**

Insert text here

**Instructional Supports and Services**

1. **Describe the instructional supports offered for social work faculty, such as subject and course guides, tutorials, and videos.**

Insert text here

1. **Describe how reference and consultation services are offered for social work students, faculty, and staff (e.g., videoconferencing, telephone, and/or email).**

Insert text here

1. **Describe the options offered for course-integrated library instruction for social work courses, both in-person and online (synchronous and asynchronous).**

Insert text here

|  |
| --- |
| 1. **The program describes whether its library resources are sufficient to achieve its mission.** |

**Description of sufficiency:**

Insert text here

**Statement of sufficiency:**

State whether library resources are sufficient to achieve the program's mission

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.4.4:The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

|  |
| --- |
| 1. **The program describes its:** 2. **technological access;** 3. **technology support; and** 4. **office and classroom space (if applicable)** |

**Technological access:**

Insert text here

**Technology support:**

Insert text here

**Office and classroom space (if applicable):**

The program has office and classroom space.

Yes

No, Explain

Describe the program's office and classroom space (if applicable)

|  |
| --- |
| 1. **The program describes whether these resources are sufficient to achieve its mission.** |

**Technological access:**

***Description of sufficiency:***

Insert text here

***Statement of sufficiency:***

State whether technological access is sufficient to achieve the program’s mission

**Technology support:**

***Description of sufficiency:***

Insert text here

***Statement of sufficiency:***

State whether technology support is sufficient to achieve the program’s mission

**Office and classroom space (if applicable):**

The program has office and classroom space.

Yes

No, Explain

***Description of sufficiency:***

Insert text here

***Statement of sufficiency:***

State whether office and classroom space (if applicable) is sufficient to achieve the program’s mission

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 4.4.5:The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

|  |
| --- |
| 1. **The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:** 2. **supportive technology,** 3. **student services, and** 4. **physical spaces (if applicable)** |

**Supportive technology:**

**Student services:**

Insert text here

**Physical spaces (if applicable):**

The program has physical spaces.

Yes

No, Explain

Describe the program's physical spaces (if applicable)

|  |
| --- |
| 1. **The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.** |

**Supportive technology:**

***Description of sufficiency:***

Insert text here

***Statement of sufficiency:***

State whether supportive technology is sufficient in reducing barriers and optimizing accessibility and equity for all students

**Student services:**

***Description of sufficiency:***

Insert text here

***Statement of sufficiency:***

State whether student services are sufficient in reducing barriers and optimizing accessibility and equity for all students

**Physical spaces (if applicable):**

The program has physical spaces.

Yes

No, Explain

***Description of sufficiency:***

Insert text here

***Statement of sufficiency:***

State whether supportive physical spaces (if applicable) are sufficient in reducing barriers and optimizing accessibility and equity for all students

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

# Accreditation Standard 5 — Assessment

Accreditation Standard 5.0.1(a):The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master’s social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.

**Generalist Practice:**

|  |
| --- |
| 1. **The program submits Form AS 5.0.1(a).** |

**Form AS 5.0.1(a) | Student Achievement Assessment Plan**

Generalist Practice | Student Achievement Assessment Plan

Competency 1: Demonstrate Ethical and Professional Behavior

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 1:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 2:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 3:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 4:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 5: Engage in Policy Practice

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 5:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 6:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 7:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 8:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 9:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Optional: Competency #: Title of Additional Competency

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency** #**:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

|  |
| --- |
| 1. **The plan includes:** 2. **a description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;** 3. **how each instrument is implemented;** 4. **when each competency is assessed;** 5. **by whom each competency is assessed;** 6. **an explanation of the expected level of student achievement, including:**     * **the expected level of achievement of each competency, for each instrument;**    * **how the program calculates student achievement for each instrument; and**    * **how the program calculates student achievement for each competency, including all instruments used; and** 7. **copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials** |

1. **A description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education:**

*Addressed in Form AS 5.0.1(a)*

1. **How each instrument is implemented:**

*Addressed in Form AS 5.0.1(a)*

1. **When each competency is assessed:**

*Addressed in Form AS 5.0.1(a)*

1. **By whom each competency is assessed:**

*Addressed in Form AS 5.0.1(a)*

1. **An explanation of the expected level of student achievement, including:**

* **The expected level of achievement of each competency for each instrument***Addressed in Form AS 5.0.1(a)*
* **How the program calculates student achievement for each instrument**

**For Instrument 1:** Insert calculation/formula here

**For Instrument 2:** Insert calculation/formula here

* **How the program calculates student achievement for each competency, including all instruments used:**

*[Delete this help text before submission: If the program calculates student achievement for each competency, including all instruments used, the same way then condense this section to state "For Competency 1-9: Insert calcultation/formula here."]*

**For Competency 1:** Insert calculation/formula here

**For Competency 2:** Insert calculation/formula here

**For Competency 3:** Insert calculation/formula here

**For Competency 4:** Insert calculation/formula here

**For Competency 5:** Insert calculation/formula here

**For Competency 6:** Insert calculation/formula here

**For Competency 7:** Insert calculation/formula here

**For Competency 8:** Insert calculation/formula here

**For Competency 9:** Insert calculation/formula here

**For Competency #:** Insert calculation/formula here

1. **Copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant material**s:

Embed copies of instruments and other relevant materials here

**Area(s) of Specialized Practice:**

*[Delete this help text before submission: This section is applicable to master's programs only; baccalaurete programs will remove this section.]*

*[Delete this help text before submission: Repeat compliance statements and subheadings and insert a separate narrative and documentation for each area of specialized practice.]*

|  |
| --- |
| 1. **The program submits Form AS 5.0.1(a).** |

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

**Form AS 5.0.1(a) | Student Achievement Assessment Plan**

*[Delete this help text before submission: This section is applicable to master's programs only; baccalaurete programs will remove this section.]*

*[Delete this help text before submission: Repeat subheading and develop a separate plan for each area of specialized practice.]*

Specialized Practice | Student Achievement Assessment Plan

Area of Specialized Practice: Name of Area of Specialized Practice

Competency 1: Demonstrate Ethical and Professional Behavior

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 1:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 2:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 3:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 4:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 5: Engage in Policy Practice

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 5:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 6:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 7:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 8:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency 9:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

Optional: Competency #: Title of Additional Competency

| **Instrument**  **Name** | **How Each Instrument is Implemented** | **When Students are Assessed** | **Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?** | **Student Assessment Completed By:** | **Level of Assessment** | **Instrument:** Expected Level of Achievement | **Competency** #**:** Expected Level of Achievement |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Yes  No | Program Faculty  Field Personnel | Students are assessed at the behavior level  Students are assessed at the competency level |  | % inclusive of all instruments |
|  |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  |
| Insert a new row for each additional instrument, otherwise delete this row |  |  | Yes  No | Program Faculty  Field Personnel | ☐ Students are assessed at the behavior level  ☐ Students are assessed at the competency level |  | Merge final column if additional instruments are added |

|  |
| --- |
| 1. **The plan includes:** 2. **a description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;** 3. **how each instrument is implemented;** 4. **when each competency is assessed;** 5. **by whom each competency is assessed;** 6. **an explanation of the expected level of student achievement, including:**     * **the expected level of achievement of each competency for each instrument;**    * **how the program calculates student achievement for each instrument; and**    * **how the program calculates student achievement for each competency, including all instruments used; and** 7. **copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials** |

1. **A description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education**

*Addressed in Form AS 5.0.1(a)*

1. **How each instrument is implemented:**

*Addressed in Form AS 5.0.1(a)*

1. **When each competency is assessed:**

*Addressed in Form AS 5.0.1(a)*

1. **By whom each competency is assessed:**

*Addressed in Form AS 5.0.1(a)*

1. **An explanation of the expected level of student achievement, including:** 
   * **The expected level of achievement of each competency for each instrument***Addressed in Form AS 5.0.1(a)*

* **How the program calculates student achievement for each instrument**

**For Instrument 1:** Insert calculation/formula here

**For Instrument 2:** Insert calculation/formula here

* + **How the program calculates student achievement for each competency, including all instruments used:**

*[Delete this help text before submission: If the program calculates student achievement for each competency, including all instruments used, the same way then condense this section to state "For Competency 1-9: Insert calcultation/formula here."]*

**For Competency 1:** Insert calculation/formula here

**For Competency 2:** Insert calculation/formula here

**For Competency 3:** Insert calculation/formula here

**For Competency 4:** Insert calculation/formula here

**For Competency 5:** Insert calculation/formula here

**For Competency 6:** Insert calculation/formula here

**For Competency 7:** Insert calculation/formula here

**For Competency 8:** Insert calculation/formula here

**For Competency 9:** Insert calculation/formula here

**For Competency #:** Insert calculation/formula here

1. **Copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant material**s:

Embed copies of instruments and other relevant materials here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 5.0.1(b):The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.

|  |
| --- |
| 1. **The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).** |

**Form AS 5.0.1(b) | Student Achievement Assessment Outcomes**

Generalist Practice | Student Achievement Assessment Outcomes

*[Delete this help text before submission: Repeat subheading and develop a separate table for each program option.]*

Program Option Name: Insert text here

Competency 1: Demonstrate Ethical and Professional Behavior

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 1:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 1:**  Actual Outcome for Competency | **Competency 1:**  Expected Level of Achievement  for Competency | **Competency 1:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |
|  |  |  |  |  |  |  |  |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 2:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 2:**  Actual Outcome for Competency | **Competency 2:**  Expected Level of Achievement  for Competency | **Competency 2:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 3:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 3:**  Actual Outcome for Competency | **Competency 3:**  Expected Level of Achievement  for Competency | **Competency 3:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 4:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 4:**  Actual Outcome for Competency | **Competency 4:**  Expected Level of Achievement  for Competency | **Competency 4:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 5: Engage in Policy Practice

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 5:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 5:**  Actual Outcome for Competency | **Competency 5:**  Expected Level of Achievement  for Competency | **Competency 5:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 6:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 6:**  Actual Outcome for Competency | **Competency 6:**  Expected Level of Achievement  for Competency | **Competency 6:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 7:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 7:**  Actual Outcome for Competency | **Competency 7:**  Expected Level of Achievement  for Competency | **Competency 7:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 8:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 8:**  Actual Outcome for Competency | **Competency 8:**  Expected Level of Achievement  for Competency | **Competency 8:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 9:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 9:**  Actual Outcome for Competency | **Competency 9:**  Expected Level of Achievement  for Competency | **Competency 9:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Optional: Competency #: Title of Additional Competency

| **Instrument**  **Name** | **Level of Assessment** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency** #**:** Actual Outcome Calculation Inclusive of All Instruments | **Competency** #**:**  Actual Outcome for Competency | **Competency** #**:** Expected Level of Achievement  for Competency | **Competency** #**:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Generalist Practice | Student Achievement Assessment Outcomes

Aggregate Inclusive of All Program Options

Competency 1: Demonstrate Ethical and Professional Behavior

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 1:** Actual Outcome for  Program Option Name | **Competency 1:** Actual Outcome for  Program Option Name | **Competency 1:** Actual Outcome for  Program Option Name | **Competency 1:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 1:**  Actual Outcome (Inclusive of All Program Options) | **Competency 1:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 1:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 2:** Actual Outcome for  Program Option Name | **Competency 2:** Actual Outcome for  Program Option Name | **Competency 2:** Actual Outcome for  Program Option Name | **Competency 2:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 2:**  Actual Outcome (Inclusive of All Program Options) | **Competency 2:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 2:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 3:** Actual Outcome for  Program Option Name | **Competency 3:** Actual Outcome for  Program Option Name | **Competency 3:** Actual Outcome for  Program Option Name | **Competency 3:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 3:**  Actual Outcome (Inclusive of All Program Options) | **Competency 3:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 3:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 4:** Actual Outcome for  Program Option Name | **Competency 4:** Actual Outcome for  Program Option Name | **Competency 4:** Actual Outcome for  Program Option Name | **Competency 4:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 4:**  Actual Outcome (Inclusive of All Program Options) | **Competency 4:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 4:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 5: Engage in Policy Practice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 5:** Actual Outcome for  Program Option Name | **Competency 5:** Actual Outcome for  Program Option Name | **Competency 5:** Actual Outcome for  Program Option Name | **Competency 5:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 5:**  Actual Outcome (Inclusive of All Program Options) | **Competency 5:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 5:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 6:** Actual Outcome for  Program Option Name | **Competency 6:** Actual Outcome for  Program Option Name | **Competency 6:** Actual Outcome for  Program Option Name | **Competency 6:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 6:**  Actual Outcome (Inclusive of All Program Options) | **Competency 6:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 6:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 7:** Actual Outcome for  Program Option Name | **Competency 7:** Actual Outcome for  Program Option Name | **Competency 7:** Actual Outcome for  Program Option Name | **Competency 7:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 7:**  Actual Outcome (Inclusive of All Program Options) | **Competency 7:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 7:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 8:** Actual Outcome for  Program Option Name | **Competency 8:** Actual Outcome for  Program Option Name | **Competency 8:** Actual Outcome for  Program Option Name | **Competency 8:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 8:**  Actual Outcome (Inclusive of All Program Options) | **Competency 8:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 8:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 9:** Actual Outcome for  Program Option Name | **Competency 9:** Actual Outcome for  Program Option Name | **Competency 9:** Actual Outcome for  Program Option Name | **Competency 9:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 9:**  Actual Outcome (Inclusive of All Program Options) | **Competency 9:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 9:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Optional: Competency #: Title of Additional Competency

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** **#:** Actual Outcome for  Program Option Name | **Competency #:** Actual Outcome for  Program Option Name | **Competency #:** Actual Outcome for  Program Option Name | **Competency #:** Aggregate Actual Outcome Calculation for All Program Options | **Competency #:**  Actual Outcome (Inclusive of All Program Options) | **Competency #:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency #:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

*[Delete this help text before submission: This section is applicable to master's programs only; baccalaurete programs will remove this section.]*

Specialized Practice | Student Achievement Assessment Outcomes

*[Delete this help text before submission: Repeat subheading and develop a separate table for each area of specialized practice.]*

Area of Specialized Practice: Name of Area of Specialized Practice

*[Delete this help text before submission: Repeat subheading and develop a separate table for each program option.]*

Program Option Name: Insert text here

Competency 1: Demonstrate Ethical and Professional Behavior

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 1:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 1:**  Actual Outcome for Competency | **Competency 1:**  Expected Level of Achievement  for Competency | **Competency 1:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 2:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 2:**  Actual Outcome for Competency | **Competency 2:**  Expected Level of Achievement  for Competency | **Competency 2:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 3:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 3:**  Actual Outcome for Competency | **Competency 3:**  Expected Level of Achievement  for Competency | **Competency 3:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 4:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 4:**  Actual Outcome for Competency | **Competency 4:**  Expected Level of Achievement  for Competency | **Competency 4:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 5: Engage in Policy Practice

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 5:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 5:**  Actual Outcome for Competency | **Competency 5:**  Expected Level of Achievement  for Competency | **Competency 5:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 6:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 6:**  Actual Outcome for Competency | **Competency 6:**  Expected Level of Achievement  for Competency | **Competency 6:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 7:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 7:**  Actual Outcome for Competency | **Competency 7:**  Expected Level of Achievement  for Competency | **Competency 7:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 8:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 8:**  Actual Outcome for Competency | **Competency 8:**  Expected Level of Achievement  for Competency | **Competency 8:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

| **Instrument**  **Name** | **Level of Assessment:** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency 9:**  Actual Outcome Calculation Inclusive of All Instruments | **Competency 9:**  Actual Outcome for Competency | **Competency 9:**  Expected Level of Achievement  for Competency | **Competency 9:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Optional: Competency #: Title of Additional Competency

| **Instrument**  **Name** | **Level of Assessment** | **Instrument:** Expected Level of Achievement  for Each Instrument | **Instrument:** Actual Outcome for Each Instrument | **Competency** #**:** Actual Outcome Calculation Inclusive of All Instruments | **Competency** #**:**  Actual Outcome for Competency | **Competency** #**:** Expected Level of Achievement  for Competency | **Competency** #**:**  Met or Exceeded Expected Level of Achievement? |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Instrument 1:  Instrument 2:    Total Calculation: |  | inclusive of all instruments | Yes  No |
|  | Students are assessed at the behavior level  Students are assessed at the competency level |  |  |
| Insert a new row for each additional instrument, otherwise delete this row | Students are assessed at the behavior level  Students are assessed at the competency level |  |  | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added | Merge this column if additional instruments are added |

Specialized Practice | Student Achievement Assessment Outcomes

Aggregate Inclusive of All Program Options

*[Delete this help text before submission: Repeat subheading and develop a separate table for each area of specialized practice.]*

Area of Specialized Practice: Name of Area of Specialized Practice

Competency 1: Demonstrate Ethical and Professional Behavior

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 1:** Actual Outcome for  Program Option Name | **Competency 1:** Actual Outcome for  Program Option Name | **Competency 1:** Actual Outcome for  Program Option Name | **Competency 1:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 1:**  Actual Outcome (Inclusive of All Program Options) | **Competency 1:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 1:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 2:** Actual Outcome for  Program Option Name | **Competency 2:** Actual Outcome for  Program Option Name | **Competency 2:** Actual Outcome for  Program Option Name | **Competency 2:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 2:**  Actual Outcome (Inclusive of All Program Options) | **Competency 2:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 2:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 3:** Actual Outcome for  Program Option Name | **Competency 3:** Actual Outcome for  Program Option Name | **Competency 3:** Actual Outcome for  Program Option Name | **Competency 3:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 3:**  Actual Outcome (Inclusive of All Program Options) | **Competency 3:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 3:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 4:** Actual Outcome for  Program Option Name | **Competency 4:** Actual Outcome for  Program Option Name | **Competency 4:** Actual Outcome for  Program Option Name | **Competency 4:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 4:**  Actual Outcome (Inclusive of All Program Options) | **Competency 4:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 4:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 5: Engage in Policy Practice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 5:** Actual Outcome for  Program Option Name | **Competency 5:** Actual Outcome for  Program Option Name | **Competency 5:** Actual Outcome for  Program Option Name | **Competency 5:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 5:**  Actual Outcome (Inclusive of All Program Options) | **Competency 5:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 5:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 6:** Actual Outcome for  Program Option Name | **Competency 6:** Actual Outcome for  Program Option Name | **Competency 6:** Actual Outcome for  Program Option Name | **Competency 6:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 6:**  Actual Outcome (Inclusive of All Program Options) | **Competency 6:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 6:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 7:** Actual Outcome for  Program Option Name | **Competency 7:** Actual Outcome for  Program Option Name | **Competency 7:** Actual Outcome for  Program Option Name | **Competency 7:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 7:**  Actual Outcome (Inclusive of All Program Options) | **Competency 7:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 7:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 8:** Actual Outcome for  Program Option Name | **Competency 8:** Actual Outcome for  Program Option Name | **Competency 8:** Actual Outcome for  Program Option Name | **Competency 8:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 8:**  Actual Outcome (Inclusive of All Program Options) | **Competency 8:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 8:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 9:** Actual Outcome for  Program Option Name | **Competency 9:** Actual Outcome for  Program Option Name | **Competency 9:** Actual Outcome for  Program Option Name | **Competency 9:** Aggregate Actual Outcome Calculation for All Program Options | **Competency 9:**  Actual Outcome (Inclusive of All Program Options) | **Competency 9:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency 9:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

Optional: Competency #: Title of Additional Competency

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency #:** Actual Outcome for  Program Option Name | **Competency #:** Actual Outcome for  Program Option Name | **Competency #:** Actual Outcome for  Program Option Name | **Competency #:** Aggregate Actual Outcome Calculation for All Program Options | **Competency #:**  Actual Outcome (Inclusive of All Program Options) | **Competency #:**  Expected Level of Achievement (Inclusive of All Program Options) | **Competency #:** Met or Exceeded Expected Level of Achievement? |
|  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* | Program Option Name:    Program Option Name:    Program Option Name:    *[Delete this help text before submission: Add or delete program option columns as needed]*  Total Calculation: |  |  | Yes  No |

|  |
| --- |
| 1. **The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.** |

*Addressed in Form AS 5.0.1(b)*

|  |
| --- |
| 1. **The program provides its outcomes in relation to its expected level of student achievement for each competency.** |

*Addressed in Form AS 5.0.1(b)*

|  |
| --- |
| 1. **The program provides outcomes for each program option and in aggregate.** |

**Check One:**

The program has only one (1) option.

The program provides Form AS 5.0.1(b) for each program option and in aggregate.

Accreditation Standard 5.0.1(c):The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

|  |
| --- |
| 1. **The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).** |

Insert text here

|  |
| --- |
| **b. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.** |

**Generalist Practice:**

| **Competency** | **Competency Benchmark** | **% of Students Attaining** | **Benchmark Met?** | **Changes Made or Planned** |
| --- | --- | --- | --- | --- |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 3: Engage Anti-Racism, Diversity, Equity, and**  **Inclusion (ADEI) in Practice** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 5: Engage in Policy Practice** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Add rows for each competency added by the program, if applicable** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |

*[Delete this help text before submission: This section is applicable to master's programs only; baccalaurete programs will remove this section.]*

*[Delete this help text before submission: Repeat subheading and provide a separate narrative for each area of specialized practice.]*

**Area of Specialized Practice #1:** Name of Area of Specialized Practice

| **Competency** | **Competency Benchmark** | **% of Students Attaining** | **Benchmark Met?** | **Changes Made or Planned** |
| --- | --- | --- | --- | --- |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 3: Engage Anti-Racism, Diversity, Equity, and**  **Inclusion (ADEI) in Practice** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 5: Engage in Policy Practice** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 6: Engage with** **Individuals, Families, Groups, Organizations, and Communities** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |
| **Add rows for each competency added by the program, if applicable** |  | % | Yes  No | Detail program changes made or planned. If no changes were made, explain why. |

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 5.0.1(d):The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.01(d). The findings are updated every two years, at minimum.

|  |
| --- |
| 1. **The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.** |

*[Delete this help text before submission: Form AS B5.0.1(d) is applicable to baccalaureate programs only; master's programs will complete Form AS M5.0.1(d)]*

**Form** **AS B5.0.1(d) | Public Reporting of Assessment Outcomes**

**Program Name**

Generalist Practice | Summary of Plan

| **Competency** | **Instrument** | **Instrument:**  Expected Level of Achievement for Instrument | **Competency:**  Expected Level of Achievement for Competency |
| --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 3:** Engage Anti-Racism, Diversity, Equity, and  Inclusion (ADEI) in Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 5:** Engage in Policy Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Optional: Competency #: Title of Additional Competency** | Instrument 1: |  |  |
| Instrument 2: |  |

Generalist Practice | Summary of Outcomes

**Assessment Data Collected on:** MM/YY

| **Competency** | **Competency:** Expected Level of Achievement Inclusive of All Instruments | **Aggregate** **Actual** **Outcomes:**  All Program Options  **n = (**Number of Students**)** | **Program Option 1**  **Outcomes:**  Program Option Name  **n = (**Number of Students) | **Program Option 2**  **Outcomes:**  Program Option Name  **n = (**Number of Students) | **Program Option 3**  **Outcomes:**  Program Option Name  **n = (**Number of Students) |
| --- | --- | --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior |  |  |  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice |  |  |  |  |  |
| **Competency 3:** Engage Anti-Racism, Diversity, Equity, and  Inclusion (ADEI) in Practice |  |  |  |  |  |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice |  |  |  |  |  |
| **Competency 5:** Engage in Policy Practice |  |  |  |  |  |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |  |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |  |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |  |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |  |
| **Optional: Competency #: Title of Additional Competency** |  |  |  |  |  |

*[Delete this help text before submission: Form AS M5.0.1(d) is applicable to master's programs only; baccalaureate programs will complete Form AS B5.0.1(d)]*

**Form AS M5.0.1(d) | Student Achievement Assessment Summary**

**Program Name**

Generalist Practice | Summary of Plan

| **Competency** | **Instrument** | **Instrument:**  Expected Level of Achievement | **Competency:**  Expected Level of Achievement for Competency |
| --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 3:** Engage Anti-Racism, Diversity, Equity, and  Inclusion (ADEI) in Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 5:** Engage in Policy Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Optional: Competency #: Title of Additional Competency** | Instrument 1: |  |  |
| Instrument 2: |  |

Generalist Practice | Summary of Outcomes

 **Assessment Data Collected on:** MM/YY

| **Competency** | **Competency:** Expected Level of Achievement Inclusive of All Instruments | **Aggregate**  **Actual**  **Outcomes:**  All Program Options  **n = (**Number of Students**)** | **Program Option 1**  **Outcomes:**  Program Option Name  **n = (**Number of Students) | **Program Option 2**  **Outcomes:**  Program Option Name  **n = (**Number of Students) | **Program Option 3**  **Outcomes:**  Program Option Name  **n = (**Number of Students) |
| --- | --- | --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior |  |  |  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice |  |  |  |  |  |
| **Competency 3:** Engage Anti-Racism, Diversity, Equity, and  Inclusion (ADEI) in Practice |  |  |  |  |  |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice |  |  |  |  |  |
| **Competency 5:** Engage in Policy Practice |  |  |  |  |  |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |  |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |  |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |  |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |  |
| **Optional: Competency #: Title of Additional Competency** |  |  |  |  |  |

Specialized Practice | Summary of Plan

*[Delete this help text before submission: Repeat subheading and develop a separate table for each area of specialized practice.]*

**Area of Specialized Practice:** Name of Area of Specialized Practice

| **Competency** | **Instrument** | **Instrument:**  Expected Level of Achievement | **Competency:**  Expected Level of Achievement for Competency |
| --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 3:** Engage Anti-Racism, Diversity, Equity, and  Inclusion (ADEI) in Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 5:** Engage in Policy Practice | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: |  |  |
| Instrument 2: |  |
| **Optional: Competency #: Title of Additional Competency** | Instrument 1: |  |  |
| Instrument 2: |  |

Specialized Practice | Summary of Outcomes

*[Delete this help text before submission: Repeat subheading and develop a separate table for each area of specialized practice.]*

**Area of Specialized Practice: Name of Area of Specialized Practice**

**Assessment Data Collected on:** MM/YY

| **Competency** | **Competency:** Expected Level of Achievement Inclusive of All Instruments | **Aggregate** **Actual**  **Outcomes:**  All Program Options  **n = (**Number of Students**)** | **Program Option 1**  **Outcomes:**  Program Option Name  **n = (**Number of Students) | **Program Option 2**  **Outcomes:**  Program Option Name  **n = (**Number of Students) | **Program Option 3**  **Outcomes:**  Program Option Name  **n = (**Number of Students) |
| --- | --- | --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior |  |  |  | *[Delete this help text before submission: Add or delete program option columns as needed]* | *[Delete this help text before submission: Add or delete program option columns as needed]* |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice |  |  |  |  |  |
| **Competency 3:** Engage Anti-Racism, Diversity, Equity, and  Inclusion (ADEI) in Practice |  |  |  |  |  |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice |  |  |  |  |  |
| **Competency 5:** Engage in Policy Practice |  |  |  |  |  |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice) |  |  |  |  |  |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice) |  |  |  |  |  |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice) |  |  |  |  |  |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice) |  |  |  |  |  |
| **Optional: Competency #: Title of Additional Competency** |  |  |  |  |  |

|  |
| --- |
| 1. **The program provides a hyperlink to the program’s webpage where the assessment plan and summary outcomes are publicly displayed.** |

**Active Hyperlink to the Public Webpage Where Assessment Outcomes are Posted:**

Insert hyperlink here

|  |
| --- |
| 1. **The program provides outcomes for each program option and in aggregate.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 5.0.2(a):The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum.

|  |
| --- |
| 1. **The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.** |

Insert text here

|  |
| --- |
| 1. **The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.** |

**ADEI area(s) assessed:**

Insert text here

**When assessment occurs:**

Insert text here

**Stakeholder group(s) identified:**

Insert text here

**Program personnel who administer the assessment**:

Insert text here

|  |
| --- |
| 1. **The program explains its data collection procedures.** |

**Data collection period:**

Insert text here

**Data collection procedures:**

Insert text here

**Data compilation and calculation method:**

Insert text here

|  |
| --- |
| 1. **The program provides copies of all instruments used to assess ADEI efforts.** |

Embed instruments here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 5.0.2(b):The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

|  |
| --- |
| 1. **The program presents its ADEI assessment outcomes from the most recent year.** |

**Assessment data collection period:** Insert text here

Insert text here

|  |
| --- |
| 1. **The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).** |

Insert text here

|  |
| --- |
| 1. **The program describes the processes used to formally review its ADEI assessment outcomes.** |

Insert text here

|  |
| --- |
| 1. **The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.** |

Insert text here

|  |
| --- |
| 1. **The program addresses all program options.** |

**Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Delete this help text before submission: Insert text here, if applicable and the program complies differently accross program options]*

Accreditation Standard 5.0.3:The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

|  |
| --- |
| 1. **The program submits Form AS 5.0.3.** |

**Form AS 5.0.3 | Program Outcomes Assessment**

**Program outcome(s) monitored by the program:**

*[Delete this help text before submission: "Graduation Rates" must remain checked and check at least one additional program outcome.]*

Graduation Rates *(required)*

Employment Rates

Higher Education Acceptance Rates

Time to Program Completion

Graduation Rates

*[Delete this help text before submission: Repeat subheading and develop a separate table for each program option.]*

**Program Option Name Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Benchmark** | **Collection Period** (MM/YY - MM/YY) | **Collection Period** (MM/YY - MM/YY) | **Collection Period** (MM/YY - MM/YY) |
| Insert Benchmark | Insert rate | Insert rate | Insert rate |

Aggregate Outcomes  
Inclusive of All Program Options

*[Delete this help text before submission: Programs with only one program option must delete this "Aggregate" subheading and table.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Benchmark** | **Collection Period** (MM/YY - MM/YY) | **Collection Period** (MM/YY - MM/YY) | **Collection Period** (MM/YY - MM/YY) |
| Insert Benchmark | Insert rate | Insert rate | Insert rate |

Identify Additional Program Outcome

*[Delete this help text before submission: Repeat subheading and develop a separate table for each program option.]*

**Program Option Name Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Benchmark** | **Collection Period** (MM/YY - MM/YY) | **Collection Period** (MM/YY - MM/YY) | **Collection Period** (MM/YY - MM/YY) |
| Insert Benchmark | Insert rate | Insert rate | Insert rate |

Aggregate Outcomes  
Inclusive of All Program Options

*[Delete this help text before submission: Programs with only one program option must delete this "Aggregate" subheading and table.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Benchmark** | **Collection Period** (MM/YY - MM/YY) | **Collection Period** (MM/YY - MM/YY) | **Collection Period** (MM/YY - MM/YY) |
| Insert Benchmark | Insert rate | Insert rate | Insert rate |

|  |
| --- |
| 1. **The program identifies the program outcome(s) it monitors.** |

*Addressed in Form AS 5.0.3*

|  |
| --- |
| 1. **The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).** |

*Addressed in Form AS 5.0.3*

|  |
| --- |
| 1. **The program provides the benchmark rationale for its graduation rates and identified program outcome(s).** |

**Graduation Rates | Benchmark Rationale**

Insert text here

**Insert Additional Program Outcome** **| Benchmark Rationale**

Insert text here

|  |
| --- |
| 1. **The program explains how it calculates its graduation rates and identified program outcome(s).** |

**Graduation Rates | Calculation**

Show the mathematical formula / calculation used

**Insert Additional Program Outcome** **| Calculation**

Show the mathematical formula / calculation used

|  |
| --- |
| 1. **The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.** |

*Addressed in Form AS 5.0.3*

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| 1. **Data are reported for each program option and in aggregate, including all program options.** |

*Addressed in Form AS 5.0.3*

|  |
| --- |
| 1. **The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).** |

Insert text here