



COUNCIL ON SOCIAL WORK EDUCATION



**PRE-CANDIDACY MONTHLY WORKSHOPS WITH ASSOCIATE
DIRECTOR OF ACCREDITATION OPERATIONS & TECHNOLOGY**

TOPIC 2: AUGUST 2022

OVERVIEW OF EXPLICIT CURRICULUM



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ANNA HOLSTER, ASSOCIATE DIRECTOR OF ACCREDITATION
OPERATIONS & TECHNOLOGY**

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Department of Social Work Accreditation (DOSWA)

Meet the accreditation team!

MAJOR CANDIDACY DUE DATES

(see Timetables for all due dates: <https://www.cswe.org/Accreditation/Accreditation-Process>)

Candidacy Eligibility Application	Draft Benchmark I (BMI) to CSWE	Approval of Draft Benchmark I (BMI) by CSWE and Assignment to Agenda	Commissioner Site Visit Dates (3 are scheduled)	COA Review
Submitted to Associate Director (ADOT) on rolling basis throughout the year.	Submitted to Associate Director (ADOT) At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Associate Director (ADOT), granting Pre-Candidacy status. Associate Director (ADOT) assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by December 1, 2022, are placed on October 2023 Candidacy agenda. Subsequently approved programs placed on February 2024 agenda.	<ul style="list-style-type: none"> Visit 1: March 1-May 31, 2023 Visit 2: March 1-May 31, 2024 Visit 3: March 1-May 31, 2025 E-mail full BMI to commissioner and specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled at https://forms.office.com/r/FJNJEiZbAL	<ul style="list-style-type: none"> Candidacy Status Review–Oct 2023 Year 2 Candidacy Review–Oct 2024 Initial Accreditation–Oct 2025 Covers students admitted to social work program in fall 2023 or later, regardless of graduation date.
Submitted to Associate Director (ADOT) of on rolling basis throughout the year.	Submitted to Associate Director (ADOT) At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Associate Director (ADOT), granting Pre-Candidacy status. Associate Director (ADOT) assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by June 1, 2023, are placed on February 2024 Candidacy agenda. Subsequently approved programs placed on June 2024 agenda.	<ul style="list-style-type: none"> Visit 1: Sept 1-Nov 15, 2023 Visit 2: Sept 1-Nov 15, 2024 Visit 3: Sept 1-Nov 15, 2025 E-mail full BMI to commissioner and specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled at https://forms.office.com/r/FJNJEiZbAL	<ul style="list-style-type: none"> Candidacy Status Review–Feb 2024 Year 2 Candidacy Review–Feb 2025 Initial Accreditation–Feb 2026 Covers students admitted to social work program in fall 2023 or later, regardless of graduation date.
Submitted to Associate Director (ADOT) on rolling basis throughout the year.	Submitted to Associate Director (ADOT) At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Associate Director (ADOT), granting Pre-Candidacy status. Associate Director (ADOT) assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by September 1, 2023, are placed on June 2024 Candidacy agenda. Subsequently approved programs placed on October 2024 agenda.	<ul style="list-style-type: none"> Visit 1: Dec 1, 2023-Feb 28, 2024 Visit 2: Dec 1, 2024-Feb 29, 2025 Visit 3: Dec 1, 2025-Feb 28, 2026 E-mail full BMI to commissioner and specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled at https://forms.office.com/r/FJNJEiZbAL	<ul style="list-style-type: none"> Candidacy Status Review–June 2024 Year 2 Candidacy Review–June 2025 Initial Accreditation–June 2026 Covers students admitted to social work program in fall 2023 or later, regardless of graduation date.

Overview of the 2015 EPAS

- ▶ EPAS describes four features of an integrated curriculum design:
 - Mission and Goals
 - Explicit Curriculum
 - Implicit Curriculum
 - Assessment
- ▶ EPAS Glossary
- ▶ COA interpretive discussions/decisions
 - Copy of [2015 EPAS](#)
 - Copy of the [2015 EPAS Interpretation Guide](#)

Competency-based Education

- ▶ Implemented in the 2008 EPAS, continues in 2015 EPAS and 2022 EPAS
- ▶ Curriculum content and assessment of student-learning outcomes are based upon the nine social work competencies and any additional competencies the program chooses to add

Competency-based Education

- ▶ **Holistic Competence** | The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes.
- ▶ **Dimensions** | Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

The dimensions are: *Knowledge, Values, Skills, and Cognitive & Affective Processes*

Key Developments | 2015 EPAS & 2022 EPAS

- ▶ Holistic Competence
- ▶ Multi-Dimensional Assessment
 - ▶ (4) Dimensions: knowledge, values, skills, cognitive & affective processes
- ▶ Implicit Curriculum Assessment
- ▶ Language Updates:

2008 EPAS	2015 EPAS
Concentration	Area of Specialized Practice
Practice Behavior	Behavior
Foundation	Generalist
Advanced	Specialized

Social Work Competencies | 2015 EPAS

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Social Work Competencies | 2022 EPAS

Competency 1: Demonstrate Ethical and Professional Behavior

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

Anatomy of a Competency

Competency title

Dimensions (knowledge, values, skills, cognitive/affective processes infused in paragraph, which shape curriculum content)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Behaviors (observable components of competency demonstrated in real or simulated practice settings)

Behaviors

- These are the bullet points under the paragraph description for each competency in the EPAS.
- They are the observable components of the competency. Competence in real or simulated practice can only be demonstrated by behavior.
- Behaviors in the 2015 EPAS are required to be covered in competency-based student learning outcomes in real (i.e., field education settings) or simulated practice (defined on pg. 22 of the 2015 EPAS) situations.
- Only the paragraph is covered in the curriculum. Behaviors are intended to be covered and assessed in field only.

Behaviors (continued)

- Baccalaureate programs and the generalist level of master's programs are required to cover and assess the behaviors as written in the 2015 EPAS in generalist field education.
- Areas of Specialized Practice are developed by master's program and integrate all the dimensions. Each competency should have a specialized paragraph and specialized behaviors developed for each area of specialized practice to parallel the generalist competencies provided in the EPAS.
- Programs should demonstrate how they are ensuring all students receive opportunities to practice all competencies and to work with all five systems levels in their field settings.
- The instrument assessing student outcomes in real or simulated practice situations **must list the behaviors associated with that competency on the instrument.**

Generalist Practice (Baccalaureate & Master's programs)

- ▶ Uses the nine (9) competencies and behaviors as written in the **2015 EPAS**.
- ▶ Competencies include a paragraph describing the dimensions of the competencies and behaviors that operationalize the competency through real or simulated practice situations (e.g., field education)
- ▶ Programs may add additional competencies
 - ▶ Additional competencies should relate to your program's specific mission or context. Added competencies must be covered in the curriculum and assessed at the generalist and/or specialized levels.

Specialized Practice (Master's Programs)

- ▶ “Extends and enhances” the nine (9) social work competencies for each area of specialized practice (AS M2.1.3).
- ▶ Programs must write a specialized paragraph (guides curriculum content) that covers all four (4) dimensions and specialized behaviors (observable/demonstratable components operationalized in field and/or simulations) for each competency. Repeat this process for each area of specialized practice.

Specialized Practice (continued)

(Master's Programs)

- ▶ Programs must use the competency titles verbatim and develop the paragraph and behavior(s) for each specialization.
- ▶ Only exception is the titles for competencies 6-9 can be modified to reflect only the systems level(s) that apply to the area of specialized practice.
- ▶ Programs may add additional competencies that are specific to the area of specialized practice as part of how they extend and enhance.

Benchmark / Standards related to **Explicit Curriculum**

Rationale for Curriculum Design

Accreditation Standard B2.0.2/M2.0.2: *The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*

Accreditation Standard M2.1.2: *The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.*

Rationale for Curriculum Design

- ▶ This is the **WHY?** Behind the WHAT? Why is the curriculum design as such? What pedagogical theories or concepts guide the flow of the curriculum?
- ▶ Discuss the concepts and theories covered throughout the progression through the program, how courses taken concurrently supplement each other, and how courses build upon earlier courses
- ▶ Don't just describe each course; instead describe how the course interacts with other courses

Rationale for Curriculum Design

- ▶ Be sure to incorporate field education and how the courses interact with field experience; how are theory and practice integrated?
- ▶ Important to describe **WHY** the curriculum is structured as such, not just how it is structured
- ▶ If you have electives, certificates, dual degree options, focus areas, or any other special options, be sure to describe those here
- ▶ If you have multiple program options, be sure you clearly identify whether the curriculum design is the same for all program options or separately describe the rationale for the curriculum design for each program option

Curriculum Matrices

Draft at This Stage

Accreditation Standard B2.0.3/M2.0.3: *The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

Accreditation Standard M2.1.4: *For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

Sample Curriculum Matrix, part 1

(AS B/M 2.0.3 & AS M2.1.4)

Sample Generalist Practice Curriculum Matrix with 2015 EPAS (Competencies 1-5)

Competency	Required Social Work Course(s)	Course Content <i>Provide a brief summary of the specific content (e.g. readings, module, assignments, class activities, etc.) from syllabi</i>	Dimension(s)	Systems Level(s) (Individuals, Families, Groups, Organizations, Communities)	Page Number of Syllabus in Volume 2
Competency 4: Engage In Practice-informed Research and Research-informed Practice	SW112: Introduction of Social Work Research	<u>Literature review assignment:</u> 1) Identify research designs 2) Distinguish formal research and practice anecdotes 3) Identify experimental vs. correlational analyses	Knowledge Skills		23
	SW 315: Advanced Social Work Research	<u>Theory analysis paper:</u> 1) Apply two named theories to case material. 2) Identify data sources for each theory. 3) Distinguish environmental and interpersonal variables	Knowledge Skills Values Cognitive/Affective Processes		75
[add rows as needed for each competency]					

- Content in the curriculum matrix references where and how each competency is taught/learned through the **required** curriculum
- This is not where competencies are assessed, but is where it is taught in the curriculum to ensure competence prior to assessment at some later point
- Programs must provide content related to all four (4) dimensions of every competency
- Include the best example(s) of specific content where the competency is covered, rather than all places.
- Only required social work courses/content should be mapped (no electives)
- Programs must provide syllabi for all courses identified in the curriculum matrix.
- Any added competencies must be included.

Sample Curriculum Matrix, part 2

(AS B/M 2.0.3 & AS M2.1.4)

Sample Generalist Practice Curriculum Matrix with 2015 EPAS (Competencies 6-9)

Competencies 6-9 should be delineated by system level (individuals, families, groups, organizations, and communities).

Note: At a minimum, programs are to provide content covering the four dimensions per competency, not covering all four dimensions per each systems level.

Competency	Required Social Work Course(s)	Course Content <i>Provide a brief summary of the specific content (e.g. readings, module, assignments, class activities, etc.) from syllabi</i>	Dimension(s)	Systems Level(s) (Individuals, Families, Groups, Organizations, Communities)	Page Number of Syllabus in Volume 2
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities				Individuals	
				Families	
				Groups	
				Organizations	
				Communities	
[add rows as needed for each competency]					

- Programs are expected to identify courses/content related to each of the five (5) systems levels for competencies 6-9.
- At minimum, programs are required to provide content for all four (4) dimensions for each competency as a whole, not for each systems level.
- A curriculum matrix is required for both the generalist level (BSW & MSW programs) and specialized level (master's programs).
- MSW programs must produce a matrix for each area of specialized practice mapped to the program-written extended/enhanced competencies.
- Programs with multiple program options may either provide separate curriculum matrices for each program option or include a statement that it applies to all program options.

Specialized Practice | Extending and Enhancing **Master's Programs Only]**

Accreditation Standard M2.1.1: *The program identifies its area(s) of specialized practice (EP M2.1) and demonstrates how it builds on generalist practice.*

Accreditation Standard M2.1.3: *The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.*

Specialized Practice | Extending & Enhancing

[Master's Programs Only]

- ▶ For AS M2.1.1, you are identifying the area(s) of specialized practice and a paragraph describing how each one builds on generalist practice
- ▶ For AS M2.1.3, you should start from the framework of the competencies in the EPAS
 - ▶ For each competency, you should:
 - ▶ Rework the paragraph to describe the four dimensions of that competency for specialized practice in the curriculum
 - ▶ Rework bulleted behaviors to describe the four dimensions operationalized through specialized field education
- ▶ Sample guides can be found at <https://www.cswe.org/Education-Resources/2015-Curricular-Guides>

Explicit Curriculum Updates for 2022 EPAS

- ▶ While standards have been restructured, most requirements and expectations remain the same
- ▶ Additional requirement to demonstrate how curriculum is informed by professional practice community
- ▶ In 2015 EPAS, curriculum matrix format is required; in 2022 EPAS, it will be a required form

Syllabi

- Include all syllabi in Volume II as **one continuous file**
- Curriculum matrix should **only** include content from required social work courses all students (or all students in an area of specialized practice) are receiving
- You need **only** provide syllabi for required social work courses from the curriculum matrix
- Formatting of syllabi is your discretion, but consistency is encouraged
- The main purpose of providing syllabi in the self-study is to verify the content is being disseminated consistently with what is included in the curriculum matrix

Additional Resources

Making Changes While in Candidacy

- ▶ Permitted to make changes and updates to policies, procedures, curriculum, and assessment plan at any point in the Candidacy process, as long as they remain compliant with the standards
- ▶ Expected to continuously update evolving standards, such as faculty, budget, etc.
- ▶ All standards are reviewed at the Initial Accreditation stage for compliance, so programs should be mindful of how changes impact standards that have already been approved
- ▶ Provide personnel updates via database audit form as they occur

VOLUME ONE TEMPLATES

- BM1 Volume 1 Template (2015 EPAS)
- BM2 Volume 1 Template (2015 EPAS)
- Initial Accreditation Volume I Template (2015 EPAS)

These are optional templates for planning and writing purposes; not a required format. Programs are encouraged to craft a benchmark/self-study document that clearly responds to the EPAS.

The purpose of these templates are to assist programs with the structuring/outlining the document; not to provide content. Programs are solely responsible for documenting compliance with the EPAS.

Always check the website for the most current forms and accreditation updates!



Program Options

- ▶ Defined on page 21 of the EPAS Glossary as:
“Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.”
- ▶ Includes: main campus, branch campus, satellite site, online program, etc.; each program option type is defined in policy 1.2.4 of the EPAS Handbook
- ▶ Program options are **not** plans of study such as advanced standing, 16-month, 24-months, part-time, etc.
- ▶ A substantive change report is required when adding a new program option per policy 1.2.4 in the [EPAS Handbook](#)
- ▶ **Self-study:** Each program option should be explicitly addressed in response to each standard.

CSWE Accreditation Web Resources

- ▶ **Candidacy Documents** - <https://www.cswe.org/Accreditation/Accreditation-Process> (select Candidacy)
 - Preparation → formatting requirements, Benchmark Grid, preparatory resources
 - Benchmark 1/2/3 → all required forms submitted at each stage
 - Timetables → timetables for the Candidacy process
 - Resources → sample format for curriculum matrices and assessment plan
- ▶ **Accreditation PowerPoints**
 - **Topics:** 2015 EPAS Overview, Assessment, Candidacy, Frequently Cited Standards, Writing an Accreditation Document
- ▶ **2015 EPAS & Glossary**
- ▶ **2015 EPAS Interpretation Guide**
- ▶ **2015 EPAS Handbook**
- ▶ **Formatting & Submission Requirements**
- ▶ **Directory of Accredited Programs**
- ▶ **COA Decisions**



Always check the website for the most current forms and accreditation updates!

Statement for Programs in Pre-Candidacy to Post on their Web Sites

Per policy 1.1.4 in
the [EPAS Handbook](#)

- [Program] is currently in *Pre-Candidacy* for Accreditation by the Council on Social Work Education's Commission on Accreditation.
- Pre-Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has submitted an application to be reviewed for Candidacy and had its *Benchmark I* approved in draft form to move forward with *Candidacy* review within one year. A program that has attained Pre-Candidacy has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards.
- Students who enter programs in *Pre-Candidacy* that attain *Candidacy* in the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. The *Candidacy* process is typically a three-year process and there is no guarantee that a program in *Pre-Candidacy* will eventually attain *Candidacy* or *Initial Accreditation*.
- *Candidacy* by the Council on Social Work Education's Commission on Accreditation applies to all locations and delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.
- For more information about social work accreditation, you may contact [Accreditation](#).

Statement for Programs in Candidacy to Post on their Web Sites

Per policy 1.1.3 in
the [EPAS Handbook](#)

- [Program] has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.
- Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.
- Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.
- For more information about social work accreditation, you may contact [Accreditation](#).

Ongoing Pre-Candidacy Consultation

- ✓ Sign up for a [monthly Interactive Pre-Candidacy Workshop](#) with the Associate Director of Accreditation Operations & Technology (ADOT) on the third Thursday of every month, 1-3pm ET/10am-noon PT. All program faculty or administrators at programs in *Pre-Candidacy* or earlier stages welcome
 - ✓ Email Anna R. Holster, at aholster@cswe.org for assistance with any *Pre-Candidacy* questions
- ✓ Visit <https://annaholster.youcanbook.me> to schedule a Zoom consultation with Associate Director of Accreditation Operations & Technology
- ✓ [New Pre-Candidacy Group](#) at CSWE Spark to share resources with peers
- ✓ Program designates one primary contact, but that person is encouraged to involve any other faculty or administrators in consultation appointments
- ✓ Please submit [database audit form](#), so we can keep our records of prospective programs current. Submit any time you have program updates.

Upcoming Topics (subject to change)

- ▶ October Topic (#4): Assessment (repeated from April)
- ▶ November Topic (#6): Mission, Goals, and Field Education (repeated from May)
- ▶ December Topic (#1): Candidacy Overview (repeated from June)
- ▶ January Topic (#7): Implicit Curriculum, Policies, Procedures, Handbook & Field Manual (repeated from July)
- ▶ February Topic (#5): Commissioner Visit planning with a panel of guests from the Commission on Accreditation (repeated each February)
- ▶ March Topic (#2): Explicit Curriculum (repeated from August)
- ▶ April Topic (#3): Faculty and Administration Standards (repeated from September)
- ▶ Please feel free to suggest additional topics you would like to see covered in the chat or by emailing me at aholster@cswe.org.



Thank You!

