

Council on Social Work Education (CSWE)
Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)

DRAFT 1 | ACCREDITATION STANDARDS
for Practice Doctorate Social Work Program Accreditation
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Introduction

Current practice doctorate programs in social work are highly innovative, and the accreditation process and standards proposed will ensure these programs can differ in their goals, curricula, and in the core skills of their graduates. Thus, these draft standards recognize a diverse approach for the accreditation of practice doctorate programs that encompasses the broad scope of social work practice at the doctoral level as well as the required components for a quality practice doctorate program. The key features of program accreditation standards for social work practice doctorate programs, as described below, provide a framework for the institutions developing such programs and the required components for a quality practice doctorate program. The accreditation standards focus on four features of an integrated curriculum design: (1) program mission, (2) anti-racism diversity, equity, and inclusion, (3) explicit curriculum, (4) implicit curriculum, and (5) assessment.

Definition

Social work practice doctorate programs prepare graduates to advance practice at the micro, mezzo, and macro levels as well as in higher education and/or professional leadership.

Scope

Practice doctorate programs educate master's-level social work practitioners who are graduates of CSWE-accredited programs¹ as doctoral practitioners who will use and evaluate research-informed practice critically to translate and innovate social work practice; engage in systematic inquiry; and apply and disseminate research-informed knowledge, values, ethics, and skills in social work through practice, professional leadership, and teaching.

Core Skills

¹ 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.

Practice doctorate programs, regardless of area(s) of focus, should prepare doctoral practitioners to:

1. **advance practice through innovative approaches and/or use and critically evaluate research and knowledge;**
2. engage in systematic inquiry that adheres to scholarly conventions;
3. develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
4. **provide** leadership in social work practice and/or education; and
5. develop and maintain substantive expertise in one or more areas of social work practice.

Accreditation Standard 1 | Program Mission

The program mission reflects a process informed by a commitment to student attainment of the core skills. It is grounded in the profession's purpose and in the core values of the social work profession and informed by the program's context.

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 life for all people, locally and globally.

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 all people and the quest for social, racial, economic, and environmental justice.

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.

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 both a **practice doctorate** program and another social work program have separate mission statements for each program.

- a. The program provides the program-level mission statement.

- b. The program describes how the program’s mission statement is consistent with the profession’s purpose and values.
- c. The program addresses all program options.

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

- a. The program describes its context, including a description of its program options.
- b. The program describes how the program mission statement is consistent with the program’s context.
- c. The program addresses all program options.

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

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program’s commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

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.

- a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI.

- b. The program addresses all 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.

- a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI.
- b. The program addresses all program options. Draft Language

Accreditation Standard 3 | Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and required academic product(s) used for each of its program options.

Using a skills-based education framework, the explicit curriculum prepares students for professional social work practice within an area of focus at the practice doctorate level. The curriculum prepares students for substantive expertise beyond the master's level in one or more areas of social work practice. The program defines its academic product(s) and selects the format that best incorporates the requirements of the area(s) of focus and the institution that is awarding the degree. The final academic product(s) serve as a foundation for practice.

Accreditation Standard 3.0.1: The program has at least one area(s) of focus that prepares students for substantive expertise beyond the master's level in one or more areas of social work practice. For each area(s) of focus, the program implements the core skills (and any additional skills added by the program). The explicit curriculum is informed by the professional practice community and serves as a foundation for practice.

- a. The program provides its area(s) of focus.
- b. For each area of focus, the program identifies and provides any additional skills added by the program (if applicable).
- c. For each area of focus, the program provides a rationale for its curriculum design.
- d. The program describes how each area of focus prepares students for substantive expertise beyond the master's level in one or more areas of social work practice.
- e. For each area of focus, the program describes how the curriculum ensures opportunities for students to advance practice.
- f. For each area of focus, the program describes how its curriculum is informed by the professional practice community.
- g. For each area of focus, the program submits Form AS D3.0.1 (PDP Curriculum Matrix).
- h. The program provides a syllabus in Volume 2 for each course listed on Form AS D3.0.1 to illustrate how its curriculum content implements the core skills (and any additional skills added by the program) to prepare students for doctoral practice.
- i. The program addresses all program options.

Accreditation Standard 3.0.2: The program identifies its required academic product(s) which serve as a foundation for practice to demonstrate the core skills related to the area(s) of focus.

- a. For each area of focus, the program identifies its required academic product(s).
- b. For each area of focus, the program describes how the required academic product(s) serve as a foundation for practice to demonstrate the core skills related to the area of focus.
- c. The program addresses all program options.

Accreditation Standard 3.0.3: The program defines leadership in social work practice and explains how its curriculum prepares students to be doctoral leaders in addressing anti-racism, diversity, equity, and inclusion; scholarship; professional behavior and ethics; and human rights and social, racial, economic, and environmental justice.

- a. Program provides its definition of doctoral leadership.
- b. For each area of focus, the program describes how its curriculum prepares students to be doctoral leaders in addressing anti-racism, diversity, equity, and inclusion; scholarship; professional behavior and ethics; and human rights and social, racial, economic, and environmental justice.

Accreditation Standard 4 | Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, mentorship, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources.

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

Admission

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.

- a. 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.
- b. The program addresses all program options.

Accreditation Standard 4.1.2: 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 practice doctorate program must include an earned 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.

- a. The program provides its:
 - i. criteria for admission, which includes an earned 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;
 - ii. process for the evaluation of applications;
 - iii. admission decision types; and
 - iv. process for the notification of each decision type.
- b. The program describes how these admission criteria and processes are articulated.
- c. The program addresses all program options.

Accreditation Standard 4.1.3: The program has policies for the transfer of social work course credit.

- a. The program provides its policies for the transfer of social work course credit.
- b. The program describes how the policy is articulated.
- c. The program addresses all program options.

Accreditation Standard 4.1.4: The program does not grant social work course credit for life experience or previous work experience.

- a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.
- b. The program describes how this policy is articulated.
- c. The program addresses all program options.

Advising, Mentorship, Retention, and Termination

Accreditation Standard 4.1.5: The program has policies for academic advising and mentorship. Mentorship is provided by social work program faculty.

- a. The program provides its policy for academic advising.
- b. The program provides its policy for mentorship, including that mentorship is provided by social work program faculty.
- c. The program explains how academic advising and mentorship are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.
- d. The program discusses that academic advising and mentorship are sufficient to meet the needs of students.
- e. The program describes how these policies are articulated.
- f. The program addresses all program options.

Accreditation Standard 4.1.6: 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.

- a. The program provides its policies for evaluating academic performance.
- b. The program provides its policies for evaluating professional performance.
- c. The program provides its policies for student termination from the program.
- d. The program provides its policies related to due process for reasons of academic performance.
- e. The program provides its policies related to due process for reasons of professional performance.
- f. The program provides its policies related to due process for reasons of student termination from the program.
- g. The program describes how these policies are articulated.
- h. The program addresses all program options.

Student Participation

Accreditation Standard 4.1.7: The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

- a. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.
- b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.
- c. The program describes how these policies are articulated.
- d. The program addresses all program options.

Accreditation Standard 4.2: Faculty

Accreditation Standard 4.2.1: The doctoral practice 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 practice doctorate program. Inclusive of all program options, all faculty who teach in the program have doctoral degrees and the majority of the faculty who teach in the program 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.

- a. The program submits Form AS D4.2.1 (PDP Faculty Summary Form).
- b. The program submits a PDP Faculty Data Form for each full- and part-time doctoral practice social work program faculty member.
- c. The program identifies the total number of full-time faculty with full-time appointment in social work whose principal assignment is to the doctoral practice program.
- d. The program identifies the faculty who teach in the program and:
 - i. Affirms that all faculty who teach in the program have doctoral degrees; and
 - ii. Identifies the number of faculty who teach in the program that 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.

- e. The program includes faculty for all program options.

Accreditation Standard 4.2.2: The **practice doctorate** program explains how faculty size is sufficient in number to fulfill the following essential program functions: recruitment; **enrollment**; advising; mentorship; **student engagement**; **retention**; curriculum development; teaching; research; scholarship; supervision of student academic product(s); **assessment of the core skills**; service on institutional or program committees; program management; course offerings and class sizes **sufficient to meet program mission and area(s) of focus**; and **monitoring and evaluation of student progress**.

- a. The program provides its full-time equivalent faculty-to-student ratio.
- b. The program describes how this ratio is calculated.
- c. The program explains how faculty size is sufficient in number to fulfill the following essential program functions:
 - i. recruitment;
 - ii. enrollment;**
 - iii. advising;
 - iv. mentorship;
 - v. student engagement;**
 - vi. retention;**
 - vii. curriculum development;
 - viii. teaching;
 - ix. research;
 - x. scholarship;
 - xi. supervision of student academic product(s);
 - xii. assessment of the core skills;**
 - xiii. service on institutional or program committees;
 - xiv. program management;
 - xv. program options;
 - xvi. course offerings **sufficient to meet program mission and area(s) of focus**;
 - xvii. class sizes **sufficient to meet program mission and area(s) of focus**; and
 - xviii. monitoring and evaluation of student progress.**

Accreditation Standard 4.3: Administrative and Governance Structure

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

- a. The program provides an organizational chart of its administrative structure.
- b. The program describes how it has the necessary autonomy to achieve its mission.
- c. The program addresses all program options.

Accreditation Standard 4.3.2: The social work faculty has responsibility for defining program curriculum consistent with the *Practice Doctorate Accreditation Standards*.

- a. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the *Practice Doctorate Accreditation Standards*.

- b. The program addresses all 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.

- a. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:
 - i. recruitment and hiring of program personnel;
 - ii. retention of program personnel;
 - iii. promotion of program personnel; and
 - iv. tenure of program personnel (if applicable).
- b. The program addresses all program options.

Program Director

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 primary assignment to the program they administer. Institutions with both a practice doctorate program and another social work program have separate directors appointed for each program.

- a. The program identifies the program director who administers all program options.
- b. The program provides documentation that the program director has a full-time appointment to the doctoral practice social work program.
- c. Institutions with both a practice doctorate program and another social work program identify the separate directors appointed to each program.

Accreditation Standard 4.3.4(b): The practice doctorate program director has a doctoral degree, preferably in social work, 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 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.

- a. The program attests that the program director has:
 - i. a doctoral degree in social work;
 - ii. a master's degree in social work from a CSWE-accredited program; and
 - iii. at least two years of post-master's social work degree practice experience in social work.
- b. The program describes the program director's ability to provide leadership to the social work program.

Accreditation Standard 4.3.4(c): The practice doctorate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

- a. The program provides the program director's workload.
- b. The program describes the procedures for calculating the program director's assigned time to administer the master's social work program.
- c. The program provides the program director's percentage of assigned time to administer the doctoral social work program.
- d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

Accreditation Standard 4.4: 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.

- a. The program describes the process for budget development and administration it uses to:
 - i. achieve its mission, and
 - ii. continuously improve the program.
- b. The program submits a program-level Form AS D4.4.1 (**PDP Budget Form**) for the doctoral practice social work program.
- c. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.
- d. The program addresses all program options.

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

- a. The program describes its support staff or other personnel structure.
- b. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.
- c. The program addresses all 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.

- a. The program submits Form AS D4.4.3 (**PDP Library Report**) to demonstrate access to social work and other informational and educational resources.
- b. The program describes whether its library resources are sufficient to achieve its mission.
- c. The program addresses all 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.

- a. The program describes its:
 - i. **technological access**;
 - ii. **technology support**; and
 - iii. office and classroom space (if applicable).
- b. The program describes whether these resources are sufficient to achieve its mission.

- c. The program addresses all 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.

- a. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:
 - i. supportive technology,
 - ii. student services, and
 - iii. physical spaces (if applicable).
- b. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.
- c. The program addresses all program options.

Accreditation Standard 5 | Assessment

Assessment is an integral component of skills-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student performance through demonstration of the core skills; anti-racism, diversity, equity, inclusion (ADEI); student feedback; and program outcomes.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Given that social work practice and scholarship are complex and multidimensional, the assessment methods used by practice doctorate programs and the data collected may vary by context.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment.

Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum of the practice doctorate program.

Core Skills Assessment

Accreditation Standard 5.0.1(a): The program has a systematic plan for ongoing assessment of student achievement of the core skills (and any additional skills added by the program) for each area of focus. The program assesses each core skill, using at least two instruments. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each core skill are determined by the program. Student core skills must be assessed by program faculty.

- a. The program submits Form AS D5.0.1(a) (PDP Student Achievement Assessment Plan).
- b. The plan includes:

- i. a description of **at least two instruments** that assess each core skill (and any additional skills added by the program). **At least one of the assessment instruments is based on student demonstration of core skills by completing the required academic product(s).**
 - ii. how each instrument is implemented;
 - iii. when each core skill is assessed;
 - iv. by whom each core skill is assessed;
 - v. an explanation of the expected level of student achievement, including:
 - the expected level of achievement of each core skill for each instrument;
 - how the program calculates student achievement for each instrument;
 - how the program calculates student achievement for each core skill, including all instruments used; and
 - vi. copies of all instruments used to assess the core skills (and any additional skills added by the program), including assignment descriptions, scoring rubrics, and other relevant materials.
- c. The program addresses all program options.

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

- a. The program submits Form AS D5.0.1(b) (**PDP Student Achievement of Assessment Outcomes**) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).
- b. The program provides the calculations for the core skills (and any additional skills added by the program), including all instruments.
- c. The program provides its outcomes in relation to its expected level of student achievement for each core skill.
- d. The program provides outcomes 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 core skills (and any additional skills added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

- a. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the core skills (and any additional skills added by the program).
- 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.
- c. The program addresses all program options.

Accreditation Standard 5.0.1(d): The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS D5.01(d). The findings are updated every two years, at minimum.

- a. The program submits Form AS D5.01(d) (**PDP Public Reporting of Assessment Outcomes**) to report its assessment plan and most recent assessment summary outcomes.
- b. The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.
- c. The program provides outcomes for each program option and in aggregate.

ADEI Assessment

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.

- a. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.
- b. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.
- c. The program explains its data collection procedures.
- d. The program provides copies of all instruments used to assess ADEI efforts.
- e. The program addresses all 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.

- a. The program presents its ADEI assessment outcomes from the most recent year.
- b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).
- c. The program describes the processes used to formally review its ADEI assessment outcomes.
- d. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(b), with clear links to the data.
- e. The program addresses all program options.

Program Outcomes

Accreditation Standard 5.0.3: The program monitors its program outcomes through retention rates and time to program completion. The annual collection period and benchmarks for retention rates and time to program completion are determined by the program.

- a. The program submits Form AS D5.0.3 (**PDP Program Outcomes Assessment**).
- b. The program provides the program-determined benchmarks for its retention rates and time to program completion.

- c. The program provides the benchmark rationale for its retention rates and time to program completion.
- d. The program explains how it calculates its retention rates and time to program completion.
- e. The program provides a minimum of the three most recent years of available its retention rates and time to program completion and presents the data.
- f. Data are reported for each program option and in aggregate, including all program options.
- g. The program explains how these data are used for continuous program improvement and decision making for improving retention rates and time to program completion.

Student Feedback

Accreditation Standard 5.0.4(a): The program provides opportunities for current students and graduates to provide feedback on the student experience, including mentorship, leadership development, process of completing the academic product(s), and any additional program components selected by the practice doctorate program.

- a. The program explains its feedback plan for current students and graduates, identifying opportunities to provide feedback on the student experience, including:
 - a. mentorship;
 - b. leadership development;
 - c. process of completing the academic product(s); and
 - d. any additional program components selected by the practice doctorate program.
- b. The program explains its data collection procedures, including how each opportunity is implemented, when opportunity occurs, and by whom student feedback is collected.
- c. The program provides copies of all mechanisms used to collect feedback.
- d. The program addresses all program options.

Accreditation Standard 5.0.4(b): The program has a process to formally review its current student and graduate feedback. The program makes specific changes to its program based on its feedback, with clear links to data.

- a. The program presents its student feedback findings from the most recent year.
- b. The program describes the processes used to formally review its student feedback plan as presented in Accreditation Standard 5.0.4(a).
- c. The program describes the processes used to formally review its student feedback findings.
- d. The program describes specific changes made to the student experience based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(b), with clear links to the findings.
- e. The program addresses all program options.