



2024-25 Annual Survey Glossary

Table of Contents

2024-25 Annual Faculty Survey Glossary and Reference Document	1
Definitions of Disabilities Glossary.....	1
Faculty Survey Glossary	4
Program and Student Survey Glossary	5
References	8

Definitions of Disabilities Glossary

Disabilities

An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. Accommodations can take many forms, such as modifying physical space, utilizing adaptive equipment, or adjusting teaching schedule.

Autism

“Having a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. A child is not considered autistic if the child’s educational performance is adversely affected primarily because of an emotional disturbance” (de Brey et al., 2019, p.201-202).

Deaf-blindness

“Having concomitant hearing and visual impairments that cause such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.” (de Brey et al., 2019, p.201-202).

Developmental delay



COUNCIL ON SOCIAL WORK EDUCATION

Having developmental delays, as defined at the state level, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Applies only to 3- through 9-year-old children.” (de Brey et al., 2019, p.201-202).

Emotional disturbance

Exhibiting one or more of the following characteristics over a long period of time, to a marked degree, and adversely affecting educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. This term does not include children who are socially maladjusted, unless they also display one or more of the listed characteristics.” (de Brey et al., 2019, p.201-202).

Hearing impairment

Having a hearing impairment, whether permanent or fluctuating, which adversely affects the student’s educational performance, but which is not included under the definition of “deaf” in this section.” (de Brey et al., 2019, p.201-202). 87

Intellectual disability

Having significantly subaverage general intellectual functioning, existing concurrently with defects in adaptive behavior and manifested during the developmental period, which adversely affects the child’s educational performance.” (de Brey et al., 2019, p.201-202).

Multiple disabilities

Having concomitant impairments (such as intellectually disabled- blind, intellectually disabled- orthopedically impaired, etc.), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. Term does not include deaf-blind students.” (de Brey et al., 2019, p.201-202).

Orthopedic impairment

Having a severe orthopedic impairment that adversely affects a student’s educational performance. The term includes impairment resulting from congenital anomaly, disease, or other causes.” (de Brey et al., 2019, p.201-202).

Other health impairment



COUNCIL ON SOCIAL WORK EDUCATION

Having limited strength, vitality, or alertness due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affect the student's educational performance." (de Brey et al., 2019, p.201-202).

Specific learning disability

Having a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, motor, or intellectual disabilities, or of environmental, cultural, or economic disadvantage." (de Brey et al., 2019, p.201-202).

Speech or language impairment

Having a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affects the student's educational performance." (de Brey et al., 2019, p.201-202).

Traumatic brain injury

Having an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma." (de Brey et al., 2019, p.201-202).

Visual impairment

Having a visual impairment that, even with correction, adversely affects the an individual's performance. The term includes partially seeing and blind individuals.



Faculty Survey Glossary

Full-time faculty

Faculty members who are employed full-time by your institution. This can include faculty members who are full-time on a contract basis. If your institution does not offer tenure, there is a separate category titled: “No tenure at institution” which you may use to document your faculty data.

Part-time faculty

We define part-time faculty as adjunct/term/contributing faculty, part-time lecturer, and anyone else who teaches courses in your department who is not considered a full-time faculty member.

Principal Teaching Assignment

Faculty with principal assignment (51% or more) of their appointment dedicated solely to the social work program. The remainder of the identified faculty’s time may be dedicated to teaching, administration, research, service, or other roles. Faculty identified in response to this standard may have an appointment outside social work.

Primary Administrative Position

Primary administrative position is defined at the baccalaureate level as assigned time to provide administrative oversight of the baccalaureate program at minimum, 25% and at the master's level at minimum 50%.



Program and Student Survey Glossary

Advanced Standing program: Completion of a program of study in fewer than the usual number of years and with fewer requirements, most often by holding a degree from a baccalaureate social work program accredited by the Council on Social Work Education (CSWE).

Alumni/ae relation (as admission factor): Special consideration in the admission process given to students with at least one relative who graduated from the same institution (also known as legacy preference).

Certificate program: Certificates appear on a student's transcript or could be something that is offered, sponsored, administered, or endorsed/promoted by your program.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without have to apply to the second institution.

Dual degree program: A formal program in which students may complete two degree programs of study simultaneously. A dual degree entails earning two different degrees/diplomas (two bachelor's degrees, a bachelor's and a master's, etc.) in two different fields.

Evening program: A program that allows students to take a complete course of study and attend classes entirely in the evening.

Exchange student program (domestic): Any arrangement between a student and a college that permits study for a semester or more at another college in the United States, Guam, Puerto Rico, and the U.S. Virgin Islands without extending the amount of time required for a degree.

Field agency stipend: Money set aside by a field agency to provide the students they are hosting with a small stipend.

Financial Designee: A program-authorized individual that will be added to the program's CSWE database record to process fee invoices of both accreditation and membership fees, in addition to the primary contact

First-generation status (as admission factor): Special consideration in the admission process given to students whose parent(s) did not complete a four-year college or university degree.

Full-time job as field placement: Professionals already working in the field and allowed to use their full-time job as a field placement while getting their social work degree.



COUNCIL ON SOCIAL WORK EDUCATION

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Honors program: Any special program for exceptional students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

Micro-credentials: Micro-credentials are a form of certification or recognition that verifies a person's competencies in a particular area. Micro-credentials are offered, sponsored, administered, endorsed, and/or promoted by a program and appear on the students' transcript upon completion. In social work education, micro-credentials can provide a way for professionals to demonstrate their knowledge and skills in specialized areas. Some examples include: trauma informed Practice; Cultural Competency; Ethical Decision Making. Micro-credentials can be a valuable way for social workers to demonstrate their skills and expertise in specialized areas and can provide a pathway for continuing education and professional development.

Military veteran: "a person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable. 38 U.S.C. § 101(21) provides: "The term "active duty" means— (A) full-time duty in the Armed Forces, other than active duty for training; (B) full-time duty (other than for training purposes) as a commissioned officer of the Regular or Reserve Corps of the Public Health Service (i) on or after July 29, 1945, or (ii) before that date under circumstances affording entitlement to "full military benefits" or (iii) at any time, for the purposes of chapter 13 of this title; (C) full-time duty as a commissioned officer of the National Oceanic and Atmospheric Administration or its predecessor organization the Coast and Geodetic Survey (i) on or after July 29, 1945, or (ii) before that date (I) while on transfer to one of the Armed Forces, or (II) while, in time of war or national emergency declared by the President, assigned to duty on a project for one of the Armed Forces in an area determined by the Secretary of Defense to be of immediate military hazard, or (III) in the Philippine Islands on December 7, 1941, and continuously in such islands thereafter, or (iii) at any time, for the purposes of chapter 13 of this title; (D) service as a cadet at the United States Military, Air Force, or Coast Guard Academy, or as a midshipman at the United States Naval Academy; and (E) authorized travel to or from such duty or service." Please include military veterans and active duty in total graduate counts."

Nonacademic factors: Refer to a range of personal, social, and environmental circumstances that can affect a students' academic performance or success. Nonacademic factors can play a significant role in shaping a students' educational experiences and outcomes, and can help educators make more strategic selection decisions



COUNCIL ON SOCIAL WORK EDUCATION

Gender Other: Includes transgender, non-binary, genderqueer, gender nonconforming, gender fluid, and Two-Spirit.

Personal Commitment to the Profession (as an admission factor): Evidence of the applicant's desire to stay in the profession, and a sense of responsibility toward the profession's particular values, problems, and challenges.

Study abroad: Any arrangement by which a student completes part of the program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

Thesis track: An option for students interested in furthering their individual educational development by requiring them to plan, conduct, and report an organized and systematic study.

Travel allowance : A small stipend provided to students that have to travel a significant distance to get to their field placement.

Underrepresented group: is defined as a minority group whose number of that group is substantially below the comparable figure for social workers who are white and not of Hispanic origin. This may include American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander or other ethnic groups.

Volunteer service (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with elderly or disabled) as a service to the community or the public in general.

Weekend program: A program that allows students to take a complete course of study and attend classes only on weekends.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.



COUNCIL ON SOCIAL WORK EDUCATION

References

de Brey, C., Musu, L., McFarland, J., Wilkinson-Flicker, S., Diliberti, M., Zhang, A., Branstetter, C., and Wang, X. (2019). Status and Trends in the Education of Racial and Ethnic Groups 2018 (NCES 2019-038). U.S. Department of Education. Washington, DC: National Center for Education Statistics.