



COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)

2022 EPAS
Benchmark 1 | Volume 1
for Baccalaureate and Master's Social Work Programs
version 2.23.2026

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

Directions

Purpose

- This is a required template.
- Programs seeking candidacy submit the Benchmark 1 document on two occasions.
 - Once a program's candidacy eligibility application has been approved, the program submits the Benchmark 1 document for CSWE Staff Review.
 - Once granted pre-candidacy status, the program submits Benchmark 1 documents for review by CSWE's Board of Accreditation (BOA) for issuance of a Candidacy decision.
- Refer to policy [5.12 BOA Benchmark 1 Decisions](#) in the Accreditation Policy Handbook for Candidacy decisions.
- A completed Benchmark 1 includes:
 - Volume 1: Responses to "Approval standards" that must be approved by the BOA to proceed to Benchmark 2, followed by responses to "Developmental standards" that must be addressed by the program for further development.
 - Volume 2: Developmental Course Syllabi for Required Courses Identified on Curriculum Matrix(ices)
 - Volume 3: Developmental Student Handbook and Developmental Field Manual

Required Use of the 2022 EPAS Benchmark 1 Approval Standards Writing Checklist

The [2022 EPAS Benchmark 1 Approval Standards Writing Checklist](#) is used to guide the Benchmark 1 (BM1) writing process and must be completed and submitted to the Accreditation Services Manager with your BM1 document.

Required Use of the Interpretation Guide

The [2022 EPAS Interpretation Guide](#) is the official companion document to the 2022 Educational Policy and Accreditation Standards (EPAS). The guide:

- Is used by BOA readers to evaluate program compliance with the EPAS.
- Further clarifies the BOA's expectations for programs to meet each accreditation standard.
- Provides guidance for developing clear and concise written compliance narratives in accreditation documents.
- The guide must be used as a final checklist before submitting a document to the BOA to ensure each component of each standard is clearly addressed in the narrative.

Formatting & Submission

- Content must be current and accurate at the time the accreditation document is submitted.
- Programs seeking candidacy will follow the below guidance for document submission:
 - ***Submission of Benchmark 1 for CSWE Staff review:***
 - By the date indicated on the program's selected [Candidacy Timetable](#), the program emails the Benchmark 1 documents to the [Accreditation Services Manager](#) to seek pre-candidacy.
 - Per policy [4.7 Document Formatting & Submission Requirements](#) in the Accreditation Policy Handbook, Benchmark 1 documents include Volume 1, 2, and 3 in a Microsoft Word document. Each volume must be a single document and may not include separate attachments nor appendices. Scanned documents will not be accepted.
 - ***Submission of Benchmark 1 for Candidacy Visit 1:***
 - Once granted pre-candidacy, the program emails the completed Benchmark 1 (Volume 1, 2, and 3) by the date indicated on the program's assigned [Candidacy Timetable](#) to:
 - The program's assigned [Accreditation Specialist](#)
 - The BOA visitor
 - Per policy [4.7 Document Formatting & Submission Requirements](#) in the Accreditation Policy Handbook, Benchmark 1 documents include Volume 1, 2, and 3 in a Microsoft Word document or searchable PDF. Each volume must be a single document and may not include separate attachments nor appendices. Scanned documents will not be accepted.

Timeframe for Review & Response

- **Submission of Benchmark 1 for CSWE Staff review:**
 - CSWE accreditation staff conduct their first review and provide feedback within 60-90 days of Benchmark 1 submission due date for staff review. Early submissions may not be reviewed until after the due date. Submissions that meet the due dates for a select agenda will be given preference for that agenda.
- **Submission of Benchmark 1 for BOA Review:**

Benchmark 1 documents are reviewed and processed at the assigned BOA meeting. Programs and their institution's president / chancellor will receive a decision letter 30-days after the conclusion of the BOA meeting, per policy [3.13 Decision Letters](#).

Insert Institution/Program Logo (optional)

Date Submitted:	
------------------------	--

Institution Information

Name of Educational Institution:	
Program State, District, or Territory:	
Institution's President/Chancellor:	Name, Credentials Title
President/Chancellor's Contact Information:	Phone Email

Program Information

Name of Social Work Program:	
Program Level for Which Candidacy Is Sought:	☐ Baccalaureate ☐ Master's
Title of Degree to be Awarded: <i>Must be consistent with transcripts.</i>	
Program Website:	
Program's Primary Contact: <i>Must match CSWE records; review Directory of Accredited Programs for accuracy.</i>	Name, Credentials Title
Primary Contact's Information:	Phone Email

[Delete this help text before submission: The institution's president, chancellor, or provost's signature is ONLY required if enacted state legislation prohibits ADEI related content. This and all references to enacted state legislation includes enforceable laws, articles, rules, or regulations. Remove the "Institution's President, Chancellor, or Provost" section if it is not applicable to your program.]

Institution's President, Chancellor, or Provost

Check this box:

☐ As the institution's president, chancellor, or provost, I hereby confirm that enacted state legislation restricts the language the social work program may use to demonstrate compliance with CSWE accreditation standards. I understand that enacted state legislation includes enforceable laws, articles, rules, or regulations. I authorize the program to use state-permissible language and approved adaptations, as applicable, while continuing to meet all CSWE accreditation requirements.

State:	
Enacted State Legislation:	Insert name of finalized act here
	Quote the portion(s) of the enacted state legislation impacting program compliance with accreditation standards
	Provide a hyperlink to the finalized version of the enacted state legislation from an official legislative or governmental website
Legislative Impact	Explain how enacted state legislation affects your ability to meet the standards as written.
Applicable Standards: <i>(check all that apply)</i>	☐ Explicit and implicit curricula ADEI efforts (AS 2.0.1, AS 2.0.2) ☐ Generalist competencies (AS 3.1.1) ☐ Specialized competencies (AS M3.2.1) ☐ Implicit curriculum assessment plan [AS 5.0.2(a)]
President, Chancellor, or Provost:	Insert e-signature or image of signature
Administrator's Name, Credentials:	
Title:	
Business Phone Number:	(###) ###-####
Business Email Address:	

Program Options

Definitions located in policy [4.9 Program Changes](#). **For programs in Pre-candidacy:** *Must match CSWE records; review [Directory of Accredited Programs](#) for accuracy.*

[Delete this help text before submission: Delete unused rows before submission or add more rows if needed.]

# 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	☐ 50% or less ☐ More than 50%	Insert Number of Students for Program Option
2	City, State, Country or Online	In-person / Face-to-Face / Traditional: ☐ Main/Primary Campus ☐ Branch / Satellite Campus Distance Education: ☐ Online ☐ Broadcast Site ☐ Correspondence	☐ 50% or less ☐ More than 50%	Insert Number of Students for Program Option
3	City, State, Country or Online	In-person / Face-to-Face / Traditional: ☐ Main / Primary Campus ☐ Branch / Satellite Campus Distance Education: ☐ Online ☐ Broadcast Site ☐ Correspondence	☐ 50% or less ☐ More than 50%	Insert Number of Students for Program Option
#	Add or delete rows as needed			Insert Number of Students for

# of Program Options	Location or Delivery Method	Program Option Type <i>(check one per row)</i>	Percentage of the Curriculum Delivered Online <i>(check one per row)</i>	Number of Students Enrolled
				Program Option
Total number of students enrolled in all program options:				Insert Number of Students for Program Option

Table of Contents

[Delete this help text before submission: The table below is formatted to allow you to update page numbers as you craft your document. Learn more about using the “Headings” function to format your document and create an automatic table of contents. In Microsoft Word, update the table by selecting the “References” tab “Table of Contents” section > “Update Table” button.

Work with your IT department if you need assistance with the table of contents features in Microsoft Word.]

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Separate Enclosures:

- Volume 2.....Developmental Course Syllabi for Required Courses Identified on Curriculum Matrix(ices)
- Volume 3..... Developmental Student Handbook and Field Education Manual

APPROVAL STANDARDS:

[Delete this help text before submission: These are the standards the BOA must approve at Benchmark 1 in order to proceed to Benchmark 2]

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.

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

Program's mission statement:

Insert the program's full mission statement here

b. 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	Elements from Program's Mission Statement & Consistency Explanation <i>[Delete this help text before submission:</i> <i>Identify quoted language excerpt(s) from the program's mission statement</i> AND <i>discuss specifically how the quoted language excerpt(s) from the program's mission statement is/are consistent with each of the profession's purpose and values.]</i>
Promote human and community well-being	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with promoting human and community well-being"</i> Explain HOW the identified quote from the program's mission statement is consistent with promoting human and community well-being, by identifying clear and explicit linkages
Person-in-environment framework	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with person-in-environment framework"</i> Explain HOW the identified quote from the program's mission statement is consistent with person-in-environment framework, by identifying clear and explicit linkages
Global perspective	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with global perspective"</i> Explain HOW the identified quote from the program's mission statement is consistent with global perspective, by identifying clear and explicit linkages
Respect for human diversity	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with respect for human diversity"</i> Explain HOW the identified quote from the program's mission statement is consistent

Element of the Profession's Purpose & Values	Elements from Program's Mission Statement & Consistency Explanation <i>[Delete this help text before submission:</i> <i>Identify quoted language excerpt(s) from the program's mission statement</i> AND <i>discuss specifically how the quoted language excerpt(s) from the program's mission statement is/are consistent with each of the profession's purpose and values.]</i>
	with respect for human diversity, by identifying clear and explicit linkages
Knowledge based on scientific inquiry	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with knowledge based on scientific inquiry"</i> Explain HOW the identified quote from the program's mission statement is consistent with knowledge based on scientific inquiry, by identifying clear and explicit linkages
Quest for social, racial, economic, and environmental justice	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with social, racial, economic, and environmental justice"</i> Explain HOW the identified quote from the program's mission statement is consistent with knowledge based on scientific inquiry, by identifying clear and explicit linkages
Creation of conditions that facilitate the realization of human rights	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with creation of conditions that facilitate the realization of human rights"</i> Explain HOW the identified quote from the program's mission statement is consistent with knowledge based on scientific inquiry, by identifying clear and explicit linkages
Elimination of poverty	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with elimination of poverty"</i>

Element of the Profession's Purpose & Values	Elements from Program's Mission Statement & Consistency Explanation <i>[Delete this help text before submission:</i> <i>Identify quoted language excerpt(s) from the program's mission statement</i> AND <i>discuss specifically how the quoted language excerpt(s) from the program's mission statement is/are consistent with each of the profession's purpose and values.]</i>
	Explain HOW the identified quote from the program's mission statement is consistent with the elimination of poverty, by identifying clear and explicit linkages
Enhancement of the quality of life for all people, locally and globally	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with the enhancement of the quality of life for all people, locally and globally"</i> Explain HOW the identified quote from the program's mission statement is consistent with enhancement of the quality of life for all people, locally and globally, by identifying clear and explicit linkages
Valuing service	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with valuing service"</i> Explain HOW the identified quote from the program's mission statement is consistent with valuing service, by identifying clear and explicit linkages
Valuing social justice	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with valuing social justice"</i> Explain HOW the identified quote from the program's mission statement is consistent with valuing service, by identifying clear and explicit linkages
Valuing dignity and worth of the person	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with valuing dignity and worth of the person"</i>

Element of the Profession's Purpose & Values	Elements from Program's Mission Statement & Consistency Explanation <i>[Delete this help text before submission:</i> <i>Identify quoted language excerpt(s) from the program's mission statement</i> AND <i>discuss specifically how the quoted language excerpt(s) from the program's mission statement is/are consistent with each of the profession's purpose and values.]</i>
	Explain HOW the identified quote from the program's mission statement is consistent with valuing dignity and worth of the person, by identifying clear and explicit linkages
Valuing importance of human relationships	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with valuing importance of human relationships"</i> Explain HOW the identified quote from the program's mission statement is consistent with valuing importance of human relationships, by identifying clear and explicit linkages
Valuing integrity	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with valuing integrity"</i> Explain HOW the identified quote from the program's mission statement is consistent with valuing integrity, by identifying clear and explicit linkages
Valuing competence	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with valuing competence"</i> Explain HOW the identified quote from the program's mission statement is consistent with valuing competence, by identifying clear and explicit linkages
Valuing human rights	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with valuing human rights"</i>

Element of the Profession's Purpose & Values	Elements from Program's Mission Statement & Consistency Explanation <i>[Delete this help text before submission:</i> <i>Identify quoted language excerpt(s) from the program's mission statement</i> <i>AND</i> <i>discuss specifically how the quoted language excerpt(s) from the program's mission statement is/are consistent with each of the profession's purpose and values.]</i>
	Explain HOW the identified quote from the program's mission statement is consistent with valuing human rights, by identifying clear and explicit linkages
Valuing scientific inquiry	<i>"Quoted language excerpt(s) from the program's mission statement that is/are consistent with valuing scientific inquiry"</i> Explain HOW the identified quote from the program's mission statement is consistent with valuing scientific inquiry, by identifying clear and explicit linkages

c. 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.

a. 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 the context of the program option per EP 1.0 specific to the location or delivery method

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

b. 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: Add or delete rows from the table below as needed]

Elements of the Program’s Context <i>[Delete this help text before submission: Ensure the elements listed in this column reflect the themes from the narrative description of the program's context]</i>	Excerpts from Program’s Mission Statement & Consistency Explanation <i>[Delete this help text before submission: Identify and discuss specifically how the program’s mission statement is consistent with each element of the program's context.]</i>
Insert word or phrase from program's context description in compliance statement a	<i>"Quoted language excerpt(s) from the program's mission statement"</i> Explain HOW the identified element of the program's context is consistent with the program's quoted mission statement excerpt(s)
Insert word or phrase from program's context description in compliance statement a	<i>"Quoted language excerpt(s) from the program's mission statement"</i> Explain HOW the identified element of the program's context is consistent with the program's quoted mission statement excerpt(s)
Insert word or phrase from program's context description in compliance statement a	<i>"Quoted language excerpt(s) from the program's mission statement"</i> Explain HOW the identified element of the program's context is consistent with the program's quoted mission statement excerpt(s)

Elements of the Program's Context <i>[Delete this help text before submission: Ensure the elements listed in this column reflect the themes from the narrative description of the program's context]</i>	Excerpts from Program's Mission Statement & Consistency Explanation <i>[Delete this help text before submission: Identify and discuss specifically how the program's mission statement is consistent with each element of the program's context.]</i>
Insert word or phrase from program's context description in compliance statement a	<i>"Quoted language excerpt(s) from the program's mission statement"</i> Explain HOW the identified element of the program's context is consistent with the program's quoted mission statement excerpt(s)
Insert word or phrase from program's context description in compliance statement a	<i>"Quoted language excerpt(s) from the program's mission statement"</i> Explain HOW the identified element of the program's context is consistent with the program's quoted mission statement excerpt(s)

c. 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.

a. The program provides a rationale for its generalist practice curriculum design.

[Delete this help text before submission: The "Generalist Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Generalist Practice Competencies | Enacted State Legislation

Select all generalist practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Generalist Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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[Delete this help text before submission: Programs may adapt the competency for alignment with enacted state legislation and compliance with 2022 EPAS. Review Educational Policy 3.1 Generalist Practice for information related to competence at the generalist level of education. Provide the competency number, title, paragraph description, and behaviors for each competency checked above.]

Insert competency(ies) using permissible language

Rationale for Curriculum Design

[Delete this help text before submission: Identify any theories, concepts, models, and/or pedagogical ideas used to inform the formal curriculum design, structure, framework, and/or blueprint]

Required Courses

[Delete this help text before submission: List required courses by course number and title]

When Each Required Course is Offered Within the Curriculum Design

[Delete this help text before submission: Identify when each required course is offered within the broader design]

How Each Required Course Influences and Builds Upon One Another

Insert text here

How a Student Progresses Through the Curriculum

Insert text here

b. The program describes how its generalist practice curriculum integrates classroom and field.

How its Generalist Practice Curriculum Integrates Classroom and Field

Insert text here

c. The program describes how its generalist practice curriculum is informed by the professional practice community.

How the Professional Practice Community is Actively Engaged in the Explicit Curriculum

Insert text here

The Professional Practice Community's Impact on Curriculum Content, Development, and Delivery

Insert text here

d. 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 across 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 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).

a. 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: If applicable, repeat subheading and provide the name of each area of specialized practice.]

b. 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.

[Delete this help text: Extending and enhancing the generalist competencies means "providing students with knowledge, values, skills, cognitive, and affective processes that are more advanced or more relevant to the area of specialized practice."]

[Delete this help text before submission: The "Specialized Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Specialized Practice Competencies | Enacted State Legislation

Select all specialized practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Specialized Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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[Delete this help text before submission: Programs may adapt the competency for alignment with enacted state legislation and compliance with 2022 EPAS. Review Educational Policy M3.2 Specialized Practice for information related to competence at the specialized level of education. Provide the competency number, title, paragraph description, and behaviors for each competency checked above.]

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, Communities

Delete this help text before submission: Programs include the system levels that reflect the area of specialized practice in the competency title and delete the system levels not applicable; must match 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, Communities

Delete this help text before submission: Programs include the system levels that reflect the area of specialized practice in the competency title and delete the system levels not applicable; must match 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, Communities

Delete this help text before submission: Programs include the system levels that reflect the area of specialized practice in the competency title and delete the system levels not applicable; must match 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, Communities

Delete this help text before submission: Programs include the system levels that reflect the area of specialized practice in the competency title and delete the system levels not applicable; must match 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)

[Delete this help text before submission: If not applicable, delete additional competencies]

[Delete this help text before submission: If applicable, 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 specialized behavior(s)

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

c. 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.

Generalist Practice Definition:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.(EP 3.1, 2022 EPAS)

- a. 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 [the generalist practice definition found in] Educational Policy 3.1.

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

Element of the Generalist Practice Definition as described in EP 3.1 <i>[Delete this help text before submission: Identify quoted language excerpt(s) from the generalist practice definition (EP 3.1) that best influence each area of specialized practice]</i>	How Area of Specialized Practice #1 Builds on Generalist Practice Elements <i>[Delete this help text before submission: Explain how the area of specialized practice build on elements of generalist practice as defined in EP 3.1]</i>
Insert element/quoted language excerpt from the generalist practice definition that best influences area of specialized practice #1	Explain how the area of specialized practice builds upon the identified element/quote from the generalist practice definition (EP 3.1)
Insert element/quoted language excerpt from the generalist practice definition that best influences area of specialized practice #1	Explain how the area of specialized practice builds upon the identified element/quote from the generalist practice definition (EP 3.1)
Insert element/quoted language excerpt from the generalist practice definition that best influences area of specialized practice #1	

Element of the Generalist Practice Definition as described in EP 3.1 <i>[Delete this help text before submission: Identify quoted language excerpt(s) from the generalist practice definition (EP 3.1) that best influence each area of specialized practice]</i>	How Area of Specialized Practice #1 Builds on Generalist Practice Elements <i>[Delete this help text before submission: Explain how the area of specialized practice build on elements of generalist practice as defined in EP 3.1]</i>
	Explain how the area of specialized practice builds upon the identified element/quote from the generalist practice definition (EP 3.1)
Insert element/quoted language excerpt from the generalist practice definition that best influences area of specialized practice #1	Explain how the area of specialized practice builds upon the identified element/quote from the generalist practice definition (EP 3.1)

System Levels Built Upon by Area of Specialized Practice #1 <i>[Delete this help text before submission: Identify the system level(s) the program has chosen to build upon for each area of specialized practice, and delete those not applicable]</i>	How Area of Specialized Practice #1 Builds on System Level(s) <i>[Delete this help text before submission: Explain how the area of specialized practice builds upon the program's chosen system level(s)]</i>
Individuals <i>[Delete this help text before submission: Delete row if not applicable to area of specialized practice #1]</i>	Explain how the area of specialized practice builds upon practice with individuals
Families <i>[Delete this help text before submission: Delete row if not applicable to area of specialized practice #1]</i>	Explain how the area of specialized practice builds upon practice with families
Groups <i>[Delete this help text before submission: Delete row if not applicable to area of specialized practice #1]</i>	Explain how the area of specialized practice builds upon practice with groups
Organizations <i>[Delete this help text before submission: Delete row if not applicable to area of specialized practice #1]</i>	Explain how the area of specialized practice builds upon practice with organizations
Communities <i>[Delete this help text before submission: Delete row if not applicable to area of specialized practice #1]</i>	Explain how the area of specialized practice builds upon practice with communities

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

b. 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.

a. 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

Rationale for Curriculum Design

[Delete this help text before submission: Identify any theories, concepts, models, and/or pedagogical ideas used to inform the formal curriculum design, structure, framework, and/or blueprint]

Required Courses

[Delete this help text before submission: List required courses by course number and title]

When Each Required Course is Offered Within the Curriculum Design

[Delete this help text before submission: Identify when each required course is offered within the broader design]

How Each Required Course Influences and Builds Upon One Another

Insert text here

How a Student Progresses Through the Curriculum

Insert text here

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

b. 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.]

c. 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

How the Professional Practice Community is Actively Engaged in the Explicit Curriculum
Insert text here

The Professional Practice Community's Impact on Curriculum Content, Development, and Delivery
Insert text here

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

d. 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 across 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.

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.

Attestation:

☐ The program provided a developmental Student Handbook in Volume 3 of document submission.

The program elects to adopt the institution's admission's policies/practices/processes:

- ☐ Yes
- ☐ No

The program has program-specific admission's policies/practices/processes:

☐ Yes

☐ No

How the admissions policies/practices/processes make the program equitable and inclusive for underrepresented groups and historically and currently oppressed groups:

Insert text here

b. 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 B4.1.2 is applicable to baccalaureate programs only; master's programs will remove this standard.]

a. The program provides its:

i. Criteria for admission;

ii. Process for the evaluation of applications;

iii. Admission decision types; and

iv. Process for the notification of each decision type.

Criteria For Admission:

Admission into the institution and baccalaureate program occurs simultaneously:

☐ Yes

☐ No

Standard Admittance Criteria

Insert standard admission criteria here. Include institutional and programmatic criteria, as applicable.

Transfer Admittance Criteria

[Institution's Name]

Insert transfer admission criteria here. Include institutional and programmatic criteria, as applicable.

Application Evaluation Process:

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

- ☐ Yes
- ☐ No

The program has a program-specific admission application evaluation process:

- ☐ Yes
- ☐ No

Process for the evaluation of applications:

Insert text here

Admission Decision Types:

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

- ☐ Yes
- ☐ No

The program has program-specific admission decision types:

- ☐ Yes
- ☐ No

List of all possible admission decision types:

Insert text here

Admission Notification

The program elects to adopt the institution's admission notification process:

- ☐ Yes
- ☐ No

The program has program-specific admission notification process:

- ☐ Yes
- ☐ No

Process For the Notification of Each Decision Type

Insert text here

b. The program describes how the admission criteria and processes are articulated.

How stakeholders are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

c. 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 M4.1.2 is applicable to master's programs only; baccalaureate programs will remove this standard.]

a. The program provides its:

- i. Criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;**
- ii. Process for the evaluation of applications;**
- iii. Admission decision types; and**
- iv. Process for the notification of each decision type.**

Criteria for admission:

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 Criteria

Insert standard admission criteria here. Include institutional and programmatic criteria, as applicable.

Transfer Admittance Criteria

Insert transfer admission criteria here. Include institutional and programmatic criteria, as applicable.

Application Evaluation Process:

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

- ☐ Yes
- ☐ No

The program has a program-specific admission application evaluation process:

- ☐ Yes
- ☐ No

Process for the evaluation of applications:

Insert text here

Admission Decision Types:

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

- ☐ Yes
- ☐ No

The program has program-specific admission decision types:

- ☐ Yes
- ☐ No

List of all possible admission decision types

Insert text here

Admission Notification

The program elects to adopt the institution's admission notification process:

- ☐ Yes
- ☐ No

The program has program-specific admission notification process:

☐ Yes

☐ No

Process for the notification of each decision type

Insert text here

b. The program describes how the admission criteria and processes are articulated.

How stakeholders are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

c. 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 across 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 M4.1.3 is applicable to master's programs only; baccalaureate programs will remove this standard.]

a. 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](#) with CSWE and CASWE);

and 3) Internationally earned [ISWDRES](#)-evaluated degree comparable to a baccalaureate social work:

- ☐ Yes
☐ No

Policy:

Insert full policy for awarding advanced standing and cite location of written policy

b. 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.

Policy to ensure applicants holding baccalaureate social work degrees do not repeat undergraduate generalist content and achievements

Insert full policy

The secondary process/mechanism for ensuring baccalaureate social work graduates do not repeat generalist content achievements, when applicants do not qualify for advanced standing status

Insert full policy

c. The program describes how these policies are articulated.

How stakeholders are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

d. 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 across program options]

Accreditation Standard 4.1.4: 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.

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

☐ Yes

☐ No

The program has program-specific transfer credit policies and procedures:

☐ Yes

☐ No

Policy:

Insert policy for transfer of credits and cite location of written policy

Procedures For Reviewing Transcripts And/or Other Materials to Determine Course Equivalency:

Insert procedures here

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 "no" to the previous affirmation, explain how the program assesses course equivalency to comply with all AS 3.2 standards and AS 4.2.2

b. The program describes how these policies are articulated.

How stakeholders are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

c. 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.

a. 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

Policy:

Insert full policy text here and cite location of written policy

b. The program describes how this policy is articulated.

How stakeholders are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

c. 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.]

a. The program submits Form AS 4.2.1.
--

Form AS 4.2.1 | Faculty Summary Form

Sample Form AS 4.2.1

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? (Select N/A if not full-time faculty)	Faculty Member's Program of Principal Assignment? (Select N/A if not full-time faculty)	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 ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
2			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
3			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
4			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
5			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
6			☐ Yes ☐ No	☐ Yes ☐ No	☐ Baccalaureate ☐ Master's	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No

[Institution's Name]

#	Name of Each Full- and Part-time Faculty Member (in alphabetical order)	Title	Full-time Faculty Member ?	Full-time Appointment to Social Work? (Select N/A if not full-time faculty)	Faculty Member's Program of Principal Assignment? (Select N/A if not full-time faculty)	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?
				☐ N/A	☐ Other [specify] ☐ N/A						
7	Add or delete rows as needed		☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No

b. 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 in alignment with the Faculty Summary Form for each faculty member.]

Faculty Data Form

Name of Faculty Member: Insert text here

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

☐ Yes

☐ No

Faculty member has at least two years of *post-master's* social work degree practice experience in social work.

☐ Yes

☐ No

Degree(s) Earned

[Delete this help text before submission: Duplicate table for each academic institution, and ensure consistency with the Faculty Summary Form.]

Degree:	
Major (if applicable):	
Institution Granting Degree:	
Date Awarded:	

[Delete this help text before submission: If faculty member has internationally earned degree(s), submit a copy of the ISWDRES evaluation letter in accreditation documents.]

Academic Appointment(s)

[Delete this help text before submission: Duplicate table for each academic institution, and ensure consistency with the Faculty Summary Form.]

Employing Academic Institution:	
Title(s):	
Location:	City, State/District/Territory
Start date:	MM/YYYY
End date:	MM/YYYY

[Institution's Name]

Post–Master’s Social Work Practice Experience

[Delete this help text before submission: Social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.]

	Year(s)	Month(s)
Total Post-Master’s Social Work Practice Experience:		

[Delete this help text before submission: Duplicate table for each position held, and ensure consistency with the Faculty Summary Form.]

Employer:	
Title(s):	
Location:	City, State/District/Territory
Start date:	MM/YYYY
End date:	MM/YYYY

Post–Baccalaureate Social Work Practice Experience

[Delete this help text before submission: Social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.]

	Year(s)	Month(s)
Total Post-Baccalaureate Social Work Practice Experience:		

[Delete this help text before submission: Duplicate table for each position held, and ensure consistency with the Faculty Summary Form.]

Employer:	
Title(s):	
Location:	City, State/District/Territory
Start date:	MM/YYYY
End date:	MM/YYYY

- c. 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 (51% or more of their appointment) is to the baccalaureate program:

- ☐ Yes
☐ No

A majority of the full-time social work program faculty whose principal assignment (51% or more of their appointment) is to the baccalaureate program have a master's degree in social work from a CSWE-accredited program: (Not required until Benchmark 3)	☐ Yes ☐ No
---	---

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

d. 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.]

a. The program submits Form AS 4.2.1.
--

Form AS 4.2.1 | Faculty Summary Form

Sample Form AS 4.2.1

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? (Select N/A if not full-time faculty)	Principal Assignment (Select N/A if not full-time faculty)	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 ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
2			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
3			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
4			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
5			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No
6			☐ Yes ☐ No	☐ Yes ☐ No	☐ Baccalaureate ☐ Master's	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No

[Institution's Name]

#	Name of Each Full- and Part-time Faculty Member (in alphabetical order)	Title	Full-time Faculty Member ?	Full-time Appointment to Social Work? (Select N/A if not full-time faculty)	Principal Assignment (Select N/A if not full-time faculty)	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?
				☐ N/A	☐ Other [specify] ☐ N/A						
7	Add or delete rows as needed		☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%	☐ Yes ☐ No	☐ Yes ☐ No	Insert # or N/A	Insert # or N/A	☐ Yes ☐ No

b. 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 in alignment with the Faculty Summary Form for each faculty member.]

Faculty Data Form

Name of Faculty Member: Insert text here

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

☐ Yes

☐ No

Faculty member has at least two years of *post-master's* social work degree practice experience in social work.

☐ Yes

☐ No

Degree(s) Earned

[Delete this help text before submission: Duplicate table for each academic institution, and ensure consistency with the Faculty Summary Form.]

Degree:	
Major (if applicable):	
Institution Granting Degree:	
Date Awarded:	

[Delete this help text before submission: If faculty member has internationally earned degree(s), submit a copy of the ISWDRES evaluation letter in accreditation documents.]

Academic Appointment(s)

[Delete this help text before submission: Duplicate table for each academic institution, and ensure consistency with the Faculty Summary Form.]

Employing Academic Institution:	
Title(s):	
Location:	City, State/District/Territory
Start date:	MM/YYYY
End date:	MM/YYYY

[Institution's Name]

Post–Master’s Social Work Practice Experience

[Delete this help text before submission: Social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.]

	Year(s)	Month(s)
Total Post–Master’s Social Work Practice Experience:		

[Delete this help text before submission: Duplicate table for each position held, and ensure consistency with the Faculty Summary Form.]

Employer:	
Title(s):	
Location:	City, State/District/Territory
Start date:	MM/YYYY
End date:	MM/YYYY

Post–Baccalaureate Social Work Practice Experience

[Delete this help text before submission: Social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.]

	Year(s)	Month(s)
Total Post–Baccalaureate Social Work Practice Experience:		

[Delete this help text before submission: Duplicate table for each position held, and ensure consistency with the Faculty Summary Form.]

Employer:	
Title(s):	
Location:	City, State/District/Territory
Start date:	MM/YYYY
End date:	MM/YYYY

- c. 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 two 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 (Not required until Benchmark 3)	☐ Yes ☐ No
---	---

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

d. 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 4.3 — Implicit Curriculum: Administrative and Governance Structure

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.

a. The program identifies the program director* who administers all program options. <i>*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."</i>

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

Program Director Name: Insert the program director's name

b. The program provides documentation that the program director has a full-time appointment social work, with a principal assignment to the program they administer.

The documentation includes the following:

- ☐ A memo on letterhead, contract, or hiring letter
- ☐ Explicit statement that the program director has a full-time appointment to the social work program they administer, or social work overall.
- ☐ Explicit statement that the program director has at least 51% or more of their appointment solely dedicated to the program they administer.
- ☐ Explicit statement that the program director administers all program options
- ☐ Features a signature from a supervisor or administrator

Embed documentation here

c. 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 a baccalaureate and master's social work program that is either CSWE-accredited, candidate, pre-candidate, or new applicant

[Delete this help text before submission: The following subheadings are applicable to institutions with both 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.]

a. 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 per the Faculty Data Form listed in AS B4.2.1:

- ☐ Yes
☐ No

b. The program describes the program director's ability to provide leadership to the social work program.

Program Director's Leadership Ability

Describe the program director's leadership ability, inclusive of all program options.

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; baccalaureate programs will remove this standard.]

a. 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 per the Faculty Data Form listed in AS M4.2.1:

- ☐ Yes
☐ No

b. The program describes the program director's ability to provide leadership to the social work program.

Program Director's Leadership Ability

Describe the program director's leadership ability, inclusive of all program options.

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.]

a. The program provides the program director's workload.

Program Director's Name: Insert text here

Program Director's Workload:

Administrative Duties

Insert text here if applicable, otherwise input N/A

Teaching

Insert text here if applicable, otherwise input N/A

Advising

Insert text here if applicable, otherwise input N/A

Research

Insert text here if applicable, otherwise input N/A

Service

Insert text here if applicable, otherwise input N/A

Other Roles

Insert text here if applicable, otherwise input N/A

b. The program describes the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.

The assigned time calculation is inclusive of all program options.

☐ Yes

☐ No

Procedures for Calculating the Program Director's Assigned Time

Insert text here

Mathematical Calculation for Calculating the Program Director's Assigned Time

Insert text here

c. The program provides the program director's percentage of assigned time to administer the baccalaureate social work program.

Program Director's Percentage of Assigned Time to Administer the Baccalaureate Social Work Program

Insert % here

d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

Statement of Sufficiency

State whether the current assigned time is sufficient to administer the program, inclusive of all program options

Discussion of Sufficiency

Discuss how the assigned time is sufficient or insufficient.

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; baccalaureate programs will remove this standard.]

a. The program provides the program director's workload.

Program Director's Name: Insert text here

Program Director's Workload:

Administrative Duties

Insert text here if applicable, otherwise input N/A

Teaching

Insert text here if applicable, otherwise input N/A

Advising

Insert text here if applicable, otherwise input N/A

Research

Insert text here if applicable, otherwise input N/A

Service

Insert text here if applicable, otherwise input N/A

Other Roles

Insert text here if applicable, otherwise input N/A

b. The program describes the procedures for calculating the program director's assigned time to administer the master's social work program.

The assigned time calculation is inclusive of all program options.

☐ Yes

☐ No

Procedures for Calculating the Program Director's Assigned Time

Insert text here

Mathematical Calculation for Calculating the Program Director's Assigned Time

Insert text here

c. The program provides the program director's percentage of assigned time to administer the master's social work program.

Program Director's Percentage of Assigned Time to Administer the Master's Social Work Program

Insert % here

d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

Statement of Sufficiency

State whether the current assigned time is sufficient to administer the program, inclusive of all program options

Discussion of Sufficiency

Discuss how the assigned time is sufficient or insufficient.

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.

a. 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."*

Field Director's Name: Insert the field education director's name

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

- ☐ Yes
- ☐ No

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

The documentation includes the following:

- ☐ A memo on letterhead, contract, or hiring letter
- ☐ Explicit statement that the field director has a full-time appointment to the social work program they administer, or social work overall.
- ☐ Explicit statement that the field director administers all program options.
- ☐ Feature a signature from a supervisor or administrator

Embed documentation here

c. 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 institution has both a baccalaureate and master's social work program that is either CSWE-accredited, candidate, pre-candidate, or new applicant.

[Delete this help text before submission: The following subheadings are applicable to institutions with both 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.]

- a. 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

- b. The program describes the field director's ability to provide leadership to the field education program.**

Field Director's Leadership Ability

Describe the field director's leadership ability, inclusive of all program options.

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.]

- a. 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

- b. The program describes the field director's ability to provide leadership to the field education program.**

Field Director's Leadership Ability

Describe the field director's leadership ability, inclusive of all program options.

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.]

- a. The program provides the field education director's workload.**

Field Director's Name: Insert text here

Field Director's Workload:

Administrative duties

Insert text here if applicable, otherwise input N/A

Teaching

Insert text here if applicable, otherwise input N/A

Advising

Insert text here if applicable, otherwise input N/A

Research

Insert text here if applicable, otherwise input N/A

Service

Insert text here if applicable, otherwise input N/A

Other Roles

Insert text here if applicable, otherwise input N/A

b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.

The assigned time calculation is inclusive of all program options.

☐ Yes

☐ No

Procedures for Calculating the Field Director's Assigned Time

Insert text here

Mathematical Calculation for Calculating the Program Director's Assigned Time

Insert text here

c. The program provides the field education director's percentage of assigned time to administer the field education program.

Field Director's Percentage of Assigned Time to Administer the Baccalaureate Social Work Program

Insert % here

d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.

Statement of Sufficiency

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

Discussion of Sufficiency

Discuss how the assigned time is sufficient or insufficient.

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.]

a. The program provides the field education director's workload.

Field Director's Name: Insert text here

Field Director's Workload:

Administrative duties

Insert text here if applicable, otherwise input N/A

Teaching

Insert text here if applicable, otherwise input N/A

Advising

Insert text here if applicable, otherwise input N/A

Research

Insert text here if applicable, otherwise input N/A

Service

Insert text here if applicable, otherwise input N/A

Other Roles

Insert text here if applicable, otherwise input N/A

b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.

The assigned time calculation is inclusive of all program options.

☐ Yes

☐ No

Procedures for Calculating the Field Director's Assigned Time

Insert text here

Mathematical Calculation for Calculating the Program Director's Assigned Time

Insert text here

- c. The program provides the field education director's percentage of assigned time to administer the field education program.

Field Director's Percentage of Assigned Time to Administer the Master's Social Work Program

Insert % here

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

Statement of Sufficiency

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

Discussion of Sufficiency

Discuss how the assigned time is sufficient or insufficient.

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.

- a. The program describes the process for budget development and administration it uses to:
- i. achieve its mission, and
 - ii. continuously improve the program

Budget Development Process

Insert text here

How the Budget Development Process Supports Achievement of the Program's Mission

Insert text here

How the Budget Development Process Supports Continuously Improving the Program

Insert text here

Budget Administration Process

Insert text here

How the Budget Administration Process Supports Achievement of the Program's Mission
Insert text here

How the Budget Administration Process Supports Continuously Improving the Program
Insert text here

- | |
|---|
| <p>b. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master's social work program.</p> |
|---|

Form AS 4.4.1 | Budget Form

Sample Form AS 4.4.1

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 <i>(for all faculty, administrators, & staff)</i>	\$	\$	\$
Student Financial Aid	\$	\$	\$
Technological Resources	\$	\$	\$
Supplies & Ancillary Services	\$	\$	\$
Travel <i>(for all faculty, administrators, staff, & students)</i>	\$	\$	\$
Other, please specify	\$	\$	\$
Total:	\$	\$	\$

If applicable (otherwise delete prior to submission): Explain in narrative each “N/A” or \$0 line item.

c. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.

Program Financial Resources

Describe the program's financial resources

Statement of Sufficiency

State whether the program's current financial resources per Form AS 4.4.1 are sufficient or insufficient.

Discussion of Sufficiency

Discuss how the program's current financial resources per Form AS 4.4.1 are sufficient or insufficient.

Financial Resources to Achieve the Program's Mission

Examples of how the program's current financial resources are sufficient or insufficient, in achieving the program's mission.

Financial Resources to Continuously Improve the Program

Examples of how the program's current financial resources are sufficient or insufficient, in continuously improving the program.

d. 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.

- | |
|--|
| a. The program describes its: <ul style="list-style-type: none">i. technological access;ii. technology support; andiii. office and classroom space (if applicable) |
|--|

Technological Access

Description of the Program's Technological Access

Insert text here

Technology Support

Description of the Program's Technology Support

Insert text here

Program Office Space

The program has office space:

- ☐ Yes
- ☐ No, Explain

[Delete this help text before submission: If the program does not have office space, delete the next subheading]

Description of the Program's Office Space (if applicable):

Describe the program's office space (if applicable)

Program Classroom Space

The program has classroom space:

- ☐ Yes
- ☐ No, Explain

[Delete this help text before submission: If the program does not have classroom space, delete the next subheading]

Description of the Program's Classroom space (if applicable):

Describe the program's classroom space (if applicable)

b. The program describes whether these resources are sufficient to achieve its mission.
--

Technological Access

Statement of Technological Access Sufficiency

Explicitly state whether the current technological access is sufficient to achieve the program's mission.

Description of Technological Access Sufficiency

Describe how technological access is sufficient or insufficient to achieve the program's mission.

Technology Support

Statement of Technology Support Sufficiency

Explicitly state whether the current technology support is sufficient to achieve the program's mission.

Description of Technology Support Sufficiency

Describe how technology support is sufficient or insufficient to achieve the program's mission.

Program Office Space (if applicable)

The program has office space:

- ☐ Yes
- ☐ No, Explain

[Delete this help text before submission: If the program does not have office space, delete the next two subheadings]

Statement of Office Space Sufficiency

Explicitly state whether the current office space is sufficient to achieve the program's mission.

Description of Office Space Sufficiency

Describe how office space is sufficient or insufficient to achieve the program's mission.

Program Classroom Space (if applicable)

The program has classroom space:

- ☐ Yes
- ☐ No, Explain

[Delete this help text before submission: If the program does not have classroom space, delete the next two subheadings]

Statement of Classroom Space Sufficiency

Explicitly state whether the current classroom space is sufficient to achieve the program's mission.

Description of Classroom Space Sufficiency

Describe how classroom space is sufficient or insufficient to achieve the program's mission.

c. 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 across 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)**

Supportive Technology Resources

Describe the program's supportive technology and provide examples

How Program Students Gain Access to Supportive Technology

Discuss how students in the program gain access to supportive technology

Student Services

Describe the program's student services and provide examples

How Program Students Gain Access to Student Services

Discuss how students in the program gain access to student services

Physical Spaces (if applicable)

The program has physical spaces:

- ☐ Yes
- ☐ No, Explain

[Delete this help text before submission: If the program does not have physical space, delete the next two subheadings]

Description of Physical Space Available to Program Students

Describe the program's accessible physical spaces and provide examples

How Physical Spaces are Accessible for All Students

Discuss how physical spaces are accessible to all students within the program

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

Supportive Technology

Statement of Supportive Technology Sufficiency

Explicitly state whether the program's current supportive technology is sufficient in reducing barriers and optimizing accessibility and equity for all students.

Description of Supportive Technology Sufficiency

Describe how the program's current supportive technology is sufficient or insufficient in reducing barriers and optimizing accessibility and equity for all students.

Student Services

Statement of Student Services Sufficiency

Explicitly state whether the program's current student services are sufficient in reducing barriers and optimizing accessibility and equity for all students.

Description of Student Services Sufficiency

Describe how the program's current student services are sufficient or insufficient in reducing barriers and optimizing accessibility and equity for all students.

Physical Spaces (if applicable):

The program has physical spaces.

- ☐ Yes
- ☐ No, Explain

Statement of Physical Spaces Sufficiency

Explicitly state whether the program's current physical spaces are sufficient in reducing barriers and optimizing accessibility and equity for all students.

Description of Physical Spaces Sufficiency

Describe how the program's current physical spaces are sufficient or insufficient in reducing barriers and optimizing accessibility and equity for all students.

c. 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]

DEVELOPMENTAL STANDARDS (Approval at Benchmark 2):

[Delete this help text before submission: These are the standards the program must address for further development. Provide as complete a response as possible.]

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.

[Delete this help text before submission: All programs have the option to select their own terminology to describe ADEI.]

Check the box, if applicable:

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

a. 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.]

b. 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 across 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.

[Delete this help text before submission: All programs have the option to select their own terminology to describe ADEI.]

Check the box, if applicable:

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

a. 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

b. 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 across program options]

Accreditation Standard 3.1 — Explicit Curriculum: Generalist Practice

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).

a. 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: If not applicable, delete additional competencies]

[Delete this help text before submission: If applicable, 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

b. The program submits Form AS 3.1.2.

[Delete this help text before submission: The "Generalist Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Generalist Practice Competencies | Enacted State Legislation

Select all generalist practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Generalist Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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Form AS 3.1.2 | Generalist Practice Curriculum Matrix
 (Link to [Sample Generalist Curriculum Matrix](#))

Competency 1: Demonstrate Ethical and Professional Behavior

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

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

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Brief description of required course content that clearly links the content to the competency	☐ Skills ☐ Cognitive & Affective Processes	
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

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

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content	☐ Knowledge ☐ Values ☐ Skills	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Brief description of required course content that clearly links the content to the competency	☐ Cognitive & Affective Processes	

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

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

Competency 5: Engage in Policy Practice

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

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

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
			☐ Communities	
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#

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

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#

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

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#
As needed, insert or delete rows to document course content	Title of specific required course content	☐ Knowledge ☐ Values	☐ Individuals ☐ Families	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Brief description of required course content that clearly links the content to the competency	☐ Skills ☐ Cognitive & Affective Processes	☐ Groups ☐ Organizations ☐ Communities	

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

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content	☐ Knowledge ☐ Values ☐ Skills	☐ Individuals ☐ Families ☐ Groups	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	that clearly links the content to the competency	☐ Cognitive & Affective Processes	☐ Organizations ☐ Communities	

[Delete this help text before submission: If not applicable, delete additional competencies]

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

Optional: Competency #: Title of Additional Competency

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

c. 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.

d. 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 across 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 remove this standard.]

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; baccalaureate programs will remove this standard.]

a. For each area of specialized practice, the program submits Form AS M3.2.4.

[Delete this help text before submission: The "Specialized Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Specialized Practice Competencies | Enacted State Legislation

Select all specialized practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Specialized Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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Form AS 3.2.4 | Specialized Practice Curriculum Matrix

(Link to [Sample 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	Title and Description of How Specialized Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

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

Course Number & Title	Title and Description of How Specialized Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

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

Course Number & Title	Title and Description of How Specialized Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

Course Number & Title	Title and Description of How Specialized Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

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

Course Number & Title	Title and Description of How Specialized Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

Competency 5: Engage in Policy Practice

Course Number & Title	Title and Description of How Specialized Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	#

Competency 6: Engage with Individuals, Families, Groups, Organizations, Communities (programs edit competency title to reflect relevant system levels selected by the program)

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content	☐ Knowledge ☐ Values	☐ Individuals ☐ Families	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Brief description of required course content that clearly links the content to the competency	☐ Skills ☐ Cognitive & Affective Processes	☐ Groups ☐ Organizations ☐ Communities	
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#

Competency 7: Assess Individuals, Families, Groups, Organizations, Communities (programs edit competency title to reflect relevant system levels selected by the program)

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content	☐ Knowledge ☐ Values ☐ Skills	☐ Individuals ☐ Families ☐ Groups	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Brief description of required course content that clearly links the content to the competency	☐ Cognitive & Affective Processes	☐ Organizations ☐ Communities	
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#

Competency 8: Intervene with Individuals, Families, Groups, Organizations, Communities (programs edit competency title to reflect relevant system levels selected by the program)

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content	☐ Knowledge ☐ Values ☐ Skills	☐ Individuals ☐ Families ☐ Groups	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	that clearly links the content to the competency	☐ Cognitive & Affective Processes	☐ Organizations ☐ Communities	
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, Communities
(programs edit competency title to reflect relevant system levels selected by the program)

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content Brief description of required course content	☐ Knowledge ☐ Values ☐ Skills	☐ Individuals ☐ Families ☐ Groups	#

Course Number & Title	Title and Description of How Generalist Course Content Implements the Competency	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	that clearly links the content to the competency	☐ Cognitive & Affective Processes	☐ Organizations ☐ Communities	
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	#

[Delete this help text before submission: If not applicable, delete additional competency]

[Delete this help text before submission: If applicable, repeat subheading and provide a separate title, and matrix for each additional competency.]

Optional: Competency #: Title of Additional Competency

Course Number & Title	Title and Description of How Specialized Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Title of specific required course content	☐ Knowledge ☐ Values ☐ Skills	#

Course Number & Title	Title and Description of How Specialized Course Content Implements the Competency	Dimension(s)	Page Number in Volume 2 Syllabi
	Brief description of required course content that clearly links the content to the competency	☐ Cognitive & Affective Processes	
As needed, insert or delete rows to document course content	Title of specific required course content Brief description of required course content that clearly links the content to the competency	☐ 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.]

b. 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.

c. 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 across 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.

a. 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:

- i. individuals,**
- ii. families,**
- iii. groups,**
- iv. organizations, and**
- v. communities.**

Attestation:

☐ The program provided a developmental Field Manual in Volume 3 of document submission.

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	•

b. 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.]

a. 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.]

b. 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 <i>[Delete this help text before submission: Only include the system levels relevant to this area of specialized practice.]</i>	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.]

c. 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.

- a. 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.**

Where Student Field Hours Are Accrued in The Formal Curriculum Design

Insert text here

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

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

- c. 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.

- a. The program describes the field education program’s process for:**
- i. identifying, approving, and engaging with field education settings;**
 - ii. orienting and engaging with field instructors; and**
 - iii. 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

b. The program describes how these processes are articulated to students and field personnel.

How each of the following processes are articulated to students and location of written articulation:

Identifying field education settings

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Approving field education settings

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Engaging with field education settings

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Orienting field instructors

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Engaging with field instructors

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Evaluating field instructor effectiveness

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Evaluating field education setting effectiveness

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

How each of the following processes are articulated to field personnel and location of written articulation:

Identifying field education settings

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Approving field education settings

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Engaging with field education settings

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Orienting field instructors

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Engaging with field instructors

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Evaluating field instructor effectiveness

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Evaluating field education setting effectiveness

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

c. 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 across 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).

a. The program describes the field education program's process for:

i. orienting students;

- | |
|---|
| <ul style="list-style-type: none">ii. placing students;iii. monitoring and supporting student learning;iv. implementing student safety protocols; andv. 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

- | |
|---|
| <p>b. The program describes how these processes are articulated to students and field personnel.</p> |
|---|

How students and field personnel are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

- | |
|---|
| <p>c. The program addresses all program options.</p> |
|---|

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 across 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.]

a. 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

Required field instructor qualifications:

Insert text here

How required field instructor qualifications are reviewed:

Insert text here

b. 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.

Process/mechanism for providing alternative field instruction/supervision for students without a qualified field instructor at their field setting

Insert text here

How alternative field instruction/supervision is provided

Insert text here

c. The program describes how these processes are articulated to students and field personnel.

How students and field personnel are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

d. 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 across 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.]

a. 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

Required field instructor qualifications:

Insert text here

How required field instructor qualifications are reviewed:

Insert text here

b. 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.

Process/mechanism for providing alternative field instruction/supervision for students without a qualified field instructor at their field setting

Insert text here

How alternative field instruction/supervision is provided

Insert text here

c. The program describes how these processes are articulated to students and field personnel.

How students and field personnel are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

d. 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 across 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.

- a. 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:**
- i. 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);**
 - ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and**
 - iii. 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).

Insert policy excerpt here

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

Insert policy excerpt here

- ☐ 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.

Insert policy excerpt here

b. The program describes how these policies are articulated to students and field personnel.

How students and field personnel are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

c. 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 across program options]

Accreditation Standard 4.1 — Implicit Curriculum: Student Development

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.

a. The program provides its policy for academic advising.

Policy:

Insert full policy text and location of written articulation

b. 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

Policy:

Insert full policy text and location of written articulation

c. The program describes how these policies are articulated.

How stakeholders are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

d. 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 across 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.

a. The program provides its policies for evaluating academic performance.

The program elects to adopt the institution's policies for evaluating academic performance:

☐ Yes

☐ No

The program has program-specific policies for evaluating academic performance:

☐ Yes

☐ No

Policy:

Insert full policy text here

b. The program provides its policies for evaluating professional performance.

The program elects to adopt the institution's policies for evaluating professional performance:

☐ Yes

☐ No

The program has program-specific policies for evaluating professional performance:

☐ Yes

☐ No

Policy:

Insert full policy text here

c. The program provides its policies for student termination from the program.

The program elects to adopt the institution's termination policies:

☐ Yes

☐ No

The program has program-specific termination policies:

☐ Yes

☐ No

Termination Policy for Academic Performance:

Insert full policy text here

Termination Policy for Professional Performance:

Insert full policy text here

d. The program provides its policies related to due process for reasons of academic performance.

Policy:

Insert full policy text here

e. The program provides its policies related to due process for reasons of professional performance.

Policy:

Insert full policy text here

f. The program provides its policies related to due process for reasons of student termination from the program.

Policy:

Insert full policy text here

g. The program describes how these policies are articulated.

How each of the following policies are articulated to stakeholders and location of written articulation:

Evaluating academic performance

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Evaluating professional performance

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Due process for reasons of academic performance

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Due process for reasons of professional performance

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Termination for reasons of academic performance misconduct

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

Termination for reasons of professional performance misconduct

Insert text here

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

h. 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.

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

Input in the implicit curriculum

Insert full policy text here

Participation in the implicit curriculum

Insert full policy text here

b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.

Input in the explicit curriculum

Insert full policy text here

Participation in the explicit curriculum

Insert full policy text here

c. The program describes how these policies are articulated.

How stakeholders are actively informed

Insert text here

Location of the written articulation

Cite the location of the written articulation [i.e., name of documents, manuals, handbooks, syllabi, platforms, or websites; and page numbers (if applicable)]

d. 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 across program options]

Accreditation Standard 4.4 — Implicit Curriculum: Resources

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.

Program Support Staff

Describe the program's current 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.

Statement of Sufficiency

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

Description of sufficiency:

Describe how support staff are sufficient or insufficient to carry out its educational activities and achieve its mission.

c. 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 across 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 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 institutional libraries available to social work students, faculty, and staff.**

Insert text here

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

Insert text here

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

Insert text here

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

Insert text here

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

Insert text here

- 6. 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

- 7. 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

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

Insert text here

Library Faculty / Staff

- 9. 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

- 10. 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

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

Insert text here

- 12. 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

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

Insert text here

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

Statement of Sufficiency

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

Description of Sufficiency

Describe how library resources are sufficient or insufficient to achieve the program's mission.

- c. 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 across 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:

a. The program submits Form AS 5.0.1(a).

[Delete this help text before submission: The "Generalist Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program. Titles for generalist competencies 1-5 may be adapted due to enacted state legislation.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Generalist Practice Competencies | Enacted State Legislation

Select all generalist practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Generalist Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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Form AS 5.0.1(a) | Student Achievement Assessment Plan
Sample Form AS 5.0.1(a)

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	☐ Students are assessed at the behavior level		

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
				☐ Field Personnel	☐ 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		

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
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		

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
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		

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
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		

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
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		

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
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		

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
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		

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
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		

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
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		

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
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

b. The plan includes:

- i. 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;**
- ii. how each instrument is implemented;**
- iii. when each competency is assessed;**
- iv. by whom each competency is assessed;**
- v. an explanation of the expected level of student achievement, including:**
 - the expected level of achievement of each competency and 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;**
- vi. 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**

- i. 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)

- ii. How each instrument is implemented:**

Addressed in Form AS 5.0.1(a)

- iii. When each competency is assessed:**

Addressed in Form AS 5.0.1(a)

- iv. By whom each competency is assessed:**

Addressed in Form AS 5.0.1(a)

- v. 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 calculation/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

- vi. **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:**

Embed copies of instruments and other relevant materials here

c. 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]

Area(s) of Specialized Practice:

[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 compliance statements and subheadings and insert a separate narrative and documentation for each area of specialized practice.]

a. The program submits Form AS 5.0.1(a).

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

[Delete this help text before submission: The "Specialized Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program. Titles for specialized competencies 1-5 may be adapted due to enacted state legislation.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Specialized Practice Competencies | Enacted State Legislation

Select all specialized practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Specialized Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
--	---

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; baccalaureate 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		% inclusive of all instruments

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
					competency level		
			☐ 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		

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
					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		

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
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		

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
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		

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
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		

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
					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		

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
					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		

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
					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		

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
					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		

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
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

b. The plan includes:

- i. 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;**
- ii. how each instrument is implemented;**
- iii. when each competency is assessed;**
- iv. by whom each competency is assessed;**
- v. an explanation of the expected level of student achievement, including:**
 - the expected level of achievement of each competency and 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;**
- vi. 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**

- i. 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)

- ii. How each instrument is implemented:**

Addressed in Form AS 5.0.1(a)

- iii. When each competency is assessed:**

Addressed in Form AS 5.0.1(a)

- iv. By whom each competency is assessed:**

Addressed in Form AS 5.0.1(a)

- v. 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 calculation/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

- vi. **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:**

Embed copies of instruments and other relevant materials here

c. 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 across program options]

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.

- a. 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).**

Process Used to Formally Review the Assessment Plan [AS 5.0.1(a)]

Describe the process used to formally review the program's assessment plan [AS 5.0.1(a)]

Process Used to Formally Review the Competency-Based Student Learning Outcomes [AS 5.0.1(b)]

Describe the process used to formally review the program's Competency-Based Student Learning Outcomes [AS 5.0.1(b)]

- 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.**

Addressed in “DEVELOPMENTAL STANDARDS (Compliance at Initial Accreditation)”

- c. 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 across 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.

- a. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.**

[Delete this help text before submission: An alternative implicit curriculum assessment plan [AS 5.0.2(a)] is only applicable to programs with enacted state legislation. If enacted state

legislation does not permit the program to assess an ADEI effort in the implicit curriculum, submit a plan to assess the program's supportive learning environment, educational culture, and/or sense of belonging.]

Alternative Implicit Curriculum Assessment Plan

Check box, if applicable:

☐ Enacted state legislation does not permit the program to assess an ADEI effort in the implicit curriculum. The program submits a plan to assess the program's supportive learning environment, educational culture of fairness, openness, and respect, and/or sense of belonging.

Area(s) of Assessment

Indicate assessment topics (e.g., supportive learning environment; educational culture of fairness, openness, and respect; sense of belonging; etc.)

ADEI Implicit Curriculum Effort Assessed (as reported in AS 2.0.2)

Insert text here

b. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.
--

ADEI Area(s) Assessed

Insert text here

Instrument(s) Used

Insert text here

When Assessment Occurs

Insert text here

Stakeholder Groups

Explain which stakeholder group(s) provides feedback on ADEI implicit curriculum effort(s) identified

Program Personnel Administering the Assessment

Insert text here

c. The program explains its data collection procedures.
--

Data Collection Period

Input when the data was collected

Data Collection Procedure

Explain the data collection procedures

Data Compilation and Calculation Method

Explain how the data is compiled and calculated to result in the outcome/data presented in AS 5.0.2(b).

d. The program provides copies of all instruments used to assess ADEI efforts.

Copy of Instrument(s) Used

Embed instruments here

e. 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]

DEVELOPMENTAL STANDARDS (Compliance at Benchmark 3/ Initial Accreditation):

[Delete this help text before submission: These are the standards the program must address for further development. Provide as complete a response as possible.]

Accreditation Standard 4.2 — Implicit Curriculum: Faculty

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.

a. 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; baccalaureate 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.]

b. 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 <u>and</u> 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 <u>and</u> 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

[Institution's Name]

c. 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.]

a. 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: 1 full-time equivalent faculty: # of full-time equivalent students

b. 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, if applicable	
Total numerical FTE of part-time faculty, if applicable	#
Formula used to calculate FTE of all full- and 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	#

Formula used to calculate FTE of all full- and 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

c. 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

(Delete if not Applicable) Why the faculty-to-student ratio is insufficient: If the ratio is insufficient provide an explanation

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

d. 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; baccalaureate programs will remove this standard.]

a. The program provides its full-time equivalent faculty-to-student ratio.

Numerical full-time equivalent (FTE) Faculty-to-Student Ratio: 1 full-time equivalent faculty: # of full-time equivalent students

b. 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, if applicable	
Total numerical FTE of part-time faculty, if applicable	#
Formula used to calculate FTE of all full- and 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	#
Formula used to calculate FTE of all full- and 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

c. 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's current faculty-to-student ratio is sufficient:

- ☐ Yes
☐ No

(Delete if not Applicable) Why the faculty-to-student ratio is insufficient: If the ratio is insufficient provide an explanation

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

d. 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.

a. 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

b. The program describes how it has the necessary autonomy to achieve its mission.

How the program's administrative structure provides the necessary autonomy to achieve its mission:

Provide two or more examples

Statement of autonomy:

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

c. 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).

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

How the Social Work Curriculum is Developed, Reviewed, and Approved at the Program-Level

Insert text here

How the Social Work Curriculum is Developed, Reviewed, and Approved within the Larger Institution

Insert text here

How The Social Work Faculty Take Responsibility for Ensuring the Curriculum Is Consistent With The EPAS

Insert text here

Statement of responsibility:

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

b. 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.

- 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).**

How Social Work Faculty Participate in Formulating Policies and/or Practices That Govern the Faculty Personnel Processes at the Program Level:

Insert text here

How Social Work Faculty Participate in Formulating Policies and/or Practices That Govern the Faculty Personnel Processes Within the Larger Institution:

Insert text here

How Social Work Faculty Participate in Implementing Policies and/or Practices That Govern the Faculty Personnel Processes at the Program Level:

Insert text here

How Social Work Faculty Participate in Implementing Policies and/or Practices That Govern the Faculty Personnel Processes Within the Larger Institution:

Insert text here

How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices for the Recruitment of Program Personnel:

Insert text here

How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices for the Hiring of Program Personnel:

Insert text here

How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices for the Retention of Program Personnel:

Insert text here

How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices the 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.]

How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices for Tenure of Program Personnel:

Insert text here

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

a. 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

b. The program describes whether its resources are sufficient to administer field education, including:
i. personnel, and
ii. technological support.

Personnel

Description of Field Education Personnel

Describe the field education program's personnel

Statement of Sufficiency of Field Education Personnel

State whether the current personnel are sufficient to administer field education.

Technology Support

Description of Technology Support

Describe the field education program's technological support

Statement of Sufficiency of Technology Support

State whether the current technological support are sufficient or insufficient to administer field education.

c. 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 across program options]

Accreditation Standard 5 — Assessment

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.

- | |
|--|
| <p>a. 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).</p> |
|--|

[Delete this help text before submission: The "Generalist Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program. Titles for generalist competencies 1-5 may be adapted due to enacted state legislation.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Generalist Practice Competencies | Enacted State Legislation

Select all generalist practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Generalist Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
--	--

Form AS 5.0.1(b) | Student Achievement Assessment Outcomes

Sample Form As 5.0.1(b)

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						

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 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:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:		inclusive of all instruments	☐ Yes ☐ No
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:		inclusive of all instruments	☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:			
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:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Instrument 2:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:		inclusive of all instruments	☐ Yes ☐ No
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:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:		inclusive of all instruments	☐ Yes ☐ No
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:		inclusive of all instruments	☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:			
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:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Instrument 2:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:		inclusive of all instruments	☐ Yes ☐ No
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:		inclusive of all instruments	☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:			
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:		inclusive of all instruments	☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:			
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?
			Program Option Name: Program Option Name: Program Option Name: [Delete this help text before submission: Add or delete program option columns as needed]			☐ Yes ☐ No

			Total Calculation:			
--	--	--	--------------------	--	--	--

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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name: <i>[Delete this help text before submission: Add or delete program option columns as needed]</i>			☐ Yes ☐ No

			Total Calculation:			
--	--	--	--------------------	--	--	--

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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name: <i>[Delete this help text before submission:</i>			☐ Yes ☐ No

			<i>Add or delete program option columns as needed]</i> Total Calculation:			
--	--	--	--	--	--	--

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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name:			☐ Yes ☐ No

			<i>[Delete this help text before submission: Add or delete program option columns as needed]</i> Total Calculation:			
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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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name:			☐ Yes ☐ No

			<i>[Delete this help text before submission: Add or delete program option columns as needed]</i> Total Calculation:			
--	--	--	---	--	--	--

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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name:			☐ Yes ☐ No

			Program Option Name: <i>[Delete this help text before submission: Add or delete program option columns as needed]</i> Total Calculation:			
--	--	--	---	--	--	--

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?
--	--	--	--	--	--	---

			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?
			Program Option Name: Program Option Name: Program Option Name: <i>[Delete this help text before submission: Add or delete program option columns as needed]</i> <i>[Delete this help text before submission: Add or delete program option columns as needed]</i> Total Calculation:			☐ Yes ☐ No

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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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name: <i>[Delete this help text before submission: Add or delete</i>			☐ Yes ☐ No

			program option columns as needed]			
			Total Calculation:			

[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: The "Specialized Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program. Titles for specialized competencies 1-5 may be adapted due to enacted state legislation.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Specialized Practice Competencies | Enacted State Legislation

Select all specialized practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Specialized Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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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						

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 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:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:		inclusive of all instruments	☐ Yes ☐ No
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:			inclusive of all instruments ☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Instrument 2:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:			
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:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Instrument 2:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:		inclusive of all instruments	☐ Yes ☐ No
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:			inclusive of all instruments ☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Instrument 2:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:			
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:		inclusive of all instruments	☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:			
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:			☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Instrument 2:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:		inclusive of all instruments	
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:			☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Instrument 2:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:		inclusive of all instruments	
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:			inclusive of all instruments ☐ Yes ☐ No
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Instrument 2:			
	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level			Total Calculation:			
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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name:			☐ Yes ☐ No

			<i>[Delete this help text before submission: Add or delete program option columns as needed]</i> Total Calculation:			
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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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name:			☐ Yes ☐ No

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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name: <i>[Delete this help text before submission: Add or delete program option columns as needed]</i> 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]			☐ Yes ☐ No

			Total Calculation:			
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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

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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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name: <i>[Delete this help text before submission: Add or delete</i>			☐ Yes ☐ No

			<i>program option columns as needed]</i>			
			Total Calculation:			

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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name:			☐ Yes ☐ No

			<i>[Delete this help text before submission: Add or delete program option columns as needed]</i> Total Calculation:			
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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?
	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	Program Option Name: Program Option Name: Program Option Name:			☐ Yes ☐ No

			<i>[Delete this help text before submission: Add or delete program option columns as needed]</i> Total Calculation:			
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b. 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)

c. 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)

d. 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.

a. 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).

Addressed in previous “DEVELOPMENTAL STANDARDS (Approval at Benchmark 2)”

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.

[Delete this help text before submission: The "Generalist Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program. Titles for generalist competencies 1-5 may be adapted due to enacted state legislation.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Generalist Practice Competencies | Enacted State Legislation

Select all generalist practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Generalist Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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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	Competency Benchmark	% of Students Attaining	Benchmark Met?	Changes Made or Planned
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		%	☐ Yes ☐ No	Detail program changes made or planned. If no changes were

Competency	Competency Benchmark	% of Students Attaining	Benchmark Met?	Changes Made or Planned
program, if applicable				made, explain why.

[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 provide a separate narrative for each area of specialized practice.]

[Delete this help text before submission: The "Specialized Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program. Titles for specialized competencies 1-5 may be adapted due to enacted state legislation.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Specialized Practice Competencies | Enacted State Legislation

Select all specialized practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Specialized Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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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	Competency Benchmark	% of Students Attaining	Benchmark Met?	Changes Made or Planned
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	Competency Benchmark	% of Students Attaining	Benchmark Met?	Changes Made or Planned
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.

c. 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 across program options]

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

a. 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: All programs have the option to use an alternative version of Forms AS B/M5.0.1(d) which identify competencies by numbers only, and removes the

competency titles. Download a copy of the alternative form(s) at www.membership.cswe.org/ADEI-Resources]

[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)]

[Delete this help text before submission: Programs may add or delete rows and columns to reflect additional competencies, instruments, and program options.]

[Delete this help text before submission: The "Generalist Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program. Titles for generalist competencies 1-5 may be adapted due to enacted state legislation.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Generalist Practice Competencies | Enacted State Legislation

Select all generalist practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Generalist Practice Competencies: (check all that apply)	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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Form AS B5.0.1(d) | Public Reporting of Assessment Outcomes

Sample Form AS B5.0.1(d)

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:		

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
	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

Timeframe of Student Competency Assessment: MM/YY-MM/YY

Date Publicly Posted on Program's Website: 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				<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>
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	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 4: Engage in Practice-infor med Research and Research-info rmed 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	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 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)]

[Delete this help text before submission: Programs may add or delete rows and columns to reflect additional competencies, instruments, and program options.]

[Delete this help text before submission: The "Specialized Practice Competencies | Enacted State Legislation" section is only applicable to programs with enacted state legislation. Remove section if not applicable to your program. Titles for specialized competencies 1-5 may be adapted due to enacted state legislation.]

☐ Enacted state legislation does not permit the program to use ADEI language, therefore, the program will use state-permissible terminology while maintaining full compliance with CSWE accreditation standards.

Specialized Practice Competencies | Enacted State Legislation

Select all specialized practice competencies and corresponding behaviors for which the program will demonstrate compliance using state-permissible language.

Specialized Practice Competencies: <i>(check all that apply)</i>	☐ Competency 1 ☐ Competency 2 ☐ Competency 3 ☐ Competency 4 ☐ Competency 5 ☐ Competency 6 ☐ Competency 7 ☐ Competency 8 ☐ Competency 9
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Form AS M5.0.1(d) | Public Reporting of Assessment Outcomes **Sample Form AS M5.0.1(d)**

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:		

Competency	Instrument	Instrument: Expected Level of Achievement	Competency: Expected Level of Achievement for Competency
	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

Timeframe of Student Competency Assessment: MM/YY-MM/YY

Date Publicly Posted on Program's Website: 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				<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>
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	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 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	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 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,	Instrument 1:		

[Institution's Name]

Competency	Instrument	Instrument: Expected Level of Achievement	Competency: Expected Level of Achievement for Competency
Families, Groups, Organizations, and Communities	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

Timeframe of Student Competency Assessment: MM/YY-MM/YY

Date Publicly Posted on Program's Website: 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				<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>	<i>[Delete this help text before submission: Add or delete program option columns as needed]</i>
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					
Competency 3: Engage Anti-Racism, Diversity, Equity, and					

[Institution's Name]

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)
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,					

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)
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,					

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)
and/or Communities (relevant system levels are selected by the program to reflect the area of specialized practice)					
Optional: Competency #: Title of Additional Competency					

b. 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

c. The program provides outcomes for each program option and in aggregate.

Check One:

- ☐ The program has only one (1) option.
- ☐ The program provided outcomes for each program option and in aggregate on AS Form B/M5.0.1(d).

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.

Assessment Data Collection Period

MM/YY-MM/YY

ADEI Assessment Outcomes

Provide the most recent set of outcomes/data from the ADEI assessment plan presented in AS 5.0.2(a).

b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).

Process to Formally Review ADEI Assessment Plan

Describe the process used to formally review the ADEI assessment plan presented in AS 5.0.2(a).

c. The program describes the processes used to formally review its ADEI assessment outcomes.

Process to Formally Review ADEI Assessment Outcomes

Describe the process used to formally review the ADEI assessment outcomes/data.

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(a), with clear links to the data.

Changes Made to ADEI Implicit Curriculum Efforts

Discuss the changes made to the implicit curriculum based on the outcomes

Rationale For Changes That Were Made

Cite the specific data used to inform the changes and explicitly link to the assessment data

Impact of Changes to Improve the Program

Describe the specific changes and impact/anticipated impact on the program's implicit curriculum to improve the program

e. 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.

a. The program submits Form AS 5.0.3.

Form AS 5.0.3 | Program Outcomes Assessment

Sample Form AS 5.0.3

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

b. The program identifies the program outcome(s) it monitors.

Addressed in Form AS 5.0.3

c. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).

Addressed in Form AS 5.0.3

d. 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

e. 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

f. 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

g. Data are reported for each program option and in aggregate, including all program options.

Addressed in Form AS 5.0.3

h. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).

Graduation Rates | Process for Reviewing Data for Continuous Program Improvement and Decision Making to Improve

Insert text here

Insert Additional Program Outcome | Process for Reviewing Data for Continuous Program Improvement and Decision Making to Improve

Insert text here