COUNCIL ON SOCIAL WORK EDUCATION

Board on Accreditation
Department of Social Work Accreditation

2015 EPAS | INTERPRETATION GUIDE

for Baccalaureate and Master's Social Work Programs
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This official companion document to the 2015 Educational Policy and Accreditation Standards (EPAS) provides programs with information for navigating the accreditation process and understanding the Board of Accreditation's (BOA) intent and interpretation of the EPAS.

The BOA and the Department of Social Work Accreditation (DOSWA) publish resources, conduct training, and offer year-round consultative services to support accreditation efforts.

Purpose of the Interpretation Guide:

- Further clarify the BOA's expectations for programs to meet each accreditation standard
- Provide guidance for developing clear and concise written compliance narratives in accreditation documents

As social work education programs continue 2015 EPAS implementation, the BOA and the Department of Social Work Accreditation (DOSWA) publish resources, conduct training, and offer year-round consultative services to support accreditation efforts.

How to Use This Guide:

- Use the quick links below to navigate to the section of your choice.
- If searching for a specific standard, perform a search/find to locate the standard quickly.
- Use this guide as a final checklist before submitting a document to the BOA to ensure each component of each standard is clearly addressed in the narrative.
    - The primary reason for a citation is the narrative fails to clearly address one or more components of the standard.

Please note:

- This guide will be periodically updated by the BOA and DOSWA.
- Accreditation information is subject to change.
- When updates occur, programs' primary contacts are notified, the guide is posted publicly on CSWE's website, and recent clarifications are highlighted.
- Clarified interpretations are effective immediately after each BOA meeting.
- Always confirm that the program is utilizing the most current version of this document when implementing the 2015 EPAS and/or writing an accreditation document by visiting the accreditation webpages at www.cswe.org.
- Programs are solely responsible for implementing, demonstrating, and maintaining compliance with the EPAS at all times.

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UNDERSTANDING ACCREDITATION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes the submission of a self-study document that demonstrates how standards are being met, an onsite review by a selected group of peers, and a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

The purposes of accreditation are:

- Quality assurance
- Academic improvement
- Professional preparation
- Public accountability

Accreditation is a developmental, reflective, and renewal process by which program stakeholders craft educational experiences to prepare competent social work practitioners. The process expands beyond quality control, and can be the impetus for innovation, experimentation, and program improvement. While accreditation is reviewed at periodic intervals, programs are expected to maintain compliance between review cycles.

Accreditation is a peer-review process, accomplished via dedicated volunteer contributions of the on Board of Accreditation (BOA) members and site visitors. The DOSWA staff liaise between the BOA and the program, providing services, education, and training opportunities; disseminating accreditation policies and procedures; and furnishing BOA decision letters to programs.

CSWE's BOA is recognized by the Council on Higher Education Accreditation (CHEA) to accredit baccalaureate and master's degree programs in the United States and its territories.

The professional judgments of the BOA are based on the Educational Policy and Accreditation Standards (EPAS) developed by the Commission on Educational Policy (COEP) and the BOA.

As a CHEA-recognized programmatic accrediting body, the BOA, and their partnership with COEP, are responsible for revising the EPAS at periodic intervals not to exceed seven (7) years.

The BOA is composed of fellow social work educators, practitioners, and one public member. Commissioners are volunteers with a background in social work education, active CSWE membership with at least two-years site visitor experience, and are appointed for three-year terms.

The BOA convenes three (3) times per year: February, June, and October/November.

The BOA is the sole and final arbiter of compliance. Social work programs are solely responsible for implementing, demonstrating, and maintaining compliance with the 2015 EPAS.

2015 EPAS FRAMEWORK

Per policy *4.9 Program Changes* in the Accreditation Policy Handbook program options are defined as Various structured pathways to degree completion by which social work programs are delivered, including face-to-face, online, branch or satellite campus, broadcast site, and correspondence.

Addressing Program Options in Accreditation Documents

- Programs may elect to implement an accreditation standard the same or differently for each program option.
- Explicitly address each program option in response to each standard. Provide either:
  - An explicit statement that the program's response applies to all program options; or
  - A separately labeled response for each program option with an explanation of how the standard is implemented the same or differently across program options.

The following provides general guidance, regarding EPAS compliance plans that may be the same or different across program options:

*1) Program compliance narratives that may be the **same*** across all program options and require an explicit narrative explanation, include the following accreditation standards (AS):*

AS 1.0.1	AS 2.2.6	AS 3.2.3	AS M3.3.4(b)
AS 1.0.3	AS 2.2.11	AS B3.2.4	AS M3.3.4(c)
AS B2.0.1	AS B3.1.1	AS M3.2.4	AS 3.3.5
AS B2.0.2	AS M3.1.1	AS 3.2.5	AS 3.3.5(a)
AS B2.0.3	AS 3.1.2	AS 3.2.6	AS B3.3.5(b)
AS M2.0.1	AS M3.1.3	AS 3.2.7	AS B3.3.5(c)
AS M2.0.2	AS 3.1.4	AS 3.3.1	AS M3.3.5(b)
AS M2.0.3	AS 3.1.5	AS 3.3.4	AS M3.3.5(c)
AS 2.2.1	AS 3.1.7	AS B3.3.4(a)	AS 3.3.6
AS B2.2.2	AS 3.1.8	AS B3.3.4(b)	AS 3.4.1
AS M2.2.2	AS 3.2.1	AS B3.3.4(c)	AS 3.4.4
AS M2.2.3	AS 3.2.2	AS M3.3.4(a)	

*2) Program compliance narratives that may be **different*** across all program options and require an explicit narrative explanation, include the following standards:*

AS 1.0.2	AS 2.2.7	AS 3.0.3	AS 3.4.3
AS M2.1.1	AS 2.2.8	AS 3.1.6	AS 3.4.5
AS M2.1.2	AS B2.2.9	AS 3.1.9	AS 3.4.6
AS M2.1.3	AS M2.2.9	AS 3.1.10	AS 4.0.1
AS M2.1.4	AS 2.2.10	AS 3.3.2	AS 4.0.2
AS 2.2.4	AS 3.0.1	AS 3.3.3	AS 4.0.3
AS 2.2.5	AS 3.0.2	AS 3.4.2	AS 4.0.4

AS 4.0.5

***** This is general guidance only and may not be applicable to your program's unique context and operations.

Notable Language Changes from the 2008 EPAS to the 2015 EPAS

- Foundation practice is now termed *Generalist* practice.
- Advanced practice is now termed *Specialized* practice.
- Concentration is now termed *Area of Specialized Practice.*
    a. *Area of Specialized Practice* is an umbrella term that gives the program autonomy to use a term of their choice, including concentrations, specializations, focus areas, advanced practice areas, tracks, or other terms.
- Practice behavior was simplified to *Behavior.*

It is advisable and highly encouraged to adopt and implement the language of the 2015 EPAS as using alternative terminology may lead to confusion during the review process. If a program elects to use different terms, the program must draw equivalency in their accreditation documents between the EPAS language and program-specific language. Programs can select their own terminology to describe field education (e.g., experience, internship, placement, practice, practicum).

Understanding Social Work Competencies

The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes.

Dimensions

Each of the nine social work competencies listed in the 2015 EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program. The dimensions are:

- **Knowledge**
- **Values**
- **Skills**
- **Cognitive and Affective Processes***

**This is one (1) dimension and should not be separated into two (2) distinct dimensions for accreditation purposes.*

Knowledge generally includes learning the competencies and social work concepts.

Skills generally include the ability to apply or demonstrate competencies and social work concepts.

The definition of **Values** is located in Educational Policy 1.0:

> *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 underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.*

The definition of **Cognitive and Affective Processes** is located on pg. 20 of the 2015 EPAS:

> *Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment):*
> - *Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.*
> - *Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.*
> - *Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.*

Dimensions are features of holistic competence: students require social work knowledge, values, skills, and cognitive and affective process to be competent social work practitioners.

The paragraph description and dimensions as written in the EPAS for each competency should be reflected in the generalist social work curriculum. The curriculum also prepares students for the demonstration of competence through the behaviors associated with each competency in *real or simulated practice* situations (defined on pg. 22 of the 2015 EPAS).

Behaviors

The bullet points under the paragraph description for each competency in the EPAS are a set of behaviors that integrate the dimensions of the competency. Behaviors are the observable actions/components of the competency (defined on pg. 20 of the 2015 EPAS). Competence in *real or simulated practice* can only be demonstrated by behavior, and behavior cannot be demonstrated without incorporation of the knowledge, values, skills, and cognitive and affective processes associated with the competency. Thus, behaviors in the 2015 EPAS are only required in assessment of competency-based student learning outcomes in *real* (i.e., field education settings) *or simulated practice* (defined on pg. 22 of the 2015 EPAS) situations.

All four (4) competency dimensions are mapped in the explicit curriculum via the curriculum matrix **(AS B2.0.3; AS M2.0.3; and AS M2.1.4)**, and a minimum of two (2) are assessed via competency-based student learning outcomes **(AS 4.0.1)**.

Understanding Generalist Practice and Specialized Practice

Generalist Practice

Generalist practice is defined as practice with diverse individuals, families, groups, organizations, and communities. Generalist practice is defined in **Educational Policy (EP) 2.0** and is:

- Grounded in liberal arts and person-in-environment framework;
- Uses scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo, and macro levels;
- Engages diversity in practice and advocates for human rights and social and economic justice; and
- Recognizes and builds upon the strengths and resiliency of all human beings.

For generalist practice, baccalaureate and master's programs are required to implement the nine social work competencies (as described in the 2015 EPAS pages 7-9) and may add additional competencies in their curricula relevant to their context. For generalist practice, programs must use *all behaviors exactly as written in the EPAS* and may choose to develop additional behaviors that represent observable components of each competency that integrate the dimensions.

Specialized Practice

For specialized practice (defined on pg. 21 of the 2015 EPAS), programs develop their area(s) of specialized practice by creating competency descriptions relevant to each respective area of specialized practice.

For each area of specialized practice, programs must **extend and enhance** the nine social work competencies and any additional competencies added by the program by describing the dimensions (knowledge, values, skills, and cognitive and affective processes) that comprise each of the competencies. **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."*

To **extend and enhance** the competencies for each area of specialized practice, programs must:

- Write a specialized competency description for each of the competencies **(AS M2.1.3)**
- Incorporate the four (4) dimensions into the competency description
- Use the competencies and dimensions to design the curriculum
    - Show how the curriculum is built around the knowledge, values, skills, and cognitive and affective processes necessary to develop competence as described for each competency for each area of specialized practice
- Develop specialized behaviors for each competency
    - These behaviors integrate the dimensions so that students can perform/demonstrate competence in *real or simulated* practice situations (e.g., field education settings)
    - Behaviors are the observable components of the competency

For some areas of specialized practice, for competencies 6-9, programs may **extend and enhance** those systems levels of practice (e.g., individuals, families, groups, organizations,

and/or communities) that pertain to that specialization. For example, a program with a clinical specialization may decide that Competency 7: Assessment, only focuses on individuals, families, and groups and does not include organizations and communities in their competency description or behaviors. However, for some specializations, the program should address all systems levels. Advanced Generalist is one such example, as are population-specific specializations such as Aging, Child and Youth, Addictions, etc. Please consult with the program's accreditation specialist if you have questions about any specializations in your program related to this option.

In the example below, note that the title of the competency is the same for generalist and specialized practice. Programs should not alter the titles of the competencies beyond modifying the relevant systems levels for competencies 6-9. What is different from generalist practice competencies is the specific knowledge, values, skills, and cognitive and affective processes, as well as behaviors. This reflects an **extension and enhancement** of the competency for a specific specialization. The CSWE curricular guides are also a resource, many of which feature sample **extended and enhanced** competencies and behaviors.

Please note that CSWE curricular guides are peer-produced resources by task forces of national content experts. These guides are not created nor vetted by the BOA.

Example competency description and behaviors for gerontological social work practice:

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in aging respect the worth, dignity, and integrity of all older people and advocate for their self-determination, access to services, and ethical application of technology. They recognize ethical issues in practice and distinguish frameworks for decision-making that support older adults' needs and rights. To ensure ethical practice, they use self-reflection, self-regulation, and supervision, consultation, and lifelong learning to address how their attitudes and biases about aging and older adults may influence their personal and professional values and behaviors. Gero social workers recognize the dynamics of self-determination and the continuum of decision-making support. Practitioners in aging serve as leaders to ensure ethical practice with older adults and their care networks.

Practitioners in aging with, and on behalf of, older adults and their constituencies:

- Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.
- Select and incorporate ethical decision-making frameworks that integrate social work values.
- Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.
- Recognizing social structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.

Adding an Additional Generalist or Specialized Competency

A program may choose to add one (1) or more competencies unique to the program's context. Competencies may be added at the generalist-level only, specialized-level only (for one, multiple, or all specializations), or both levels. Additional competencies do not need to include systems levels (i.e., individuals, families, groups, organizations, and communities); Only the dimensions and behaviors must be addressed. For each additional competency, the program must develop a descriptive paragraph, infusing the four (4) dimensions, and also develop corresponding behaviors that will be operationalized in *real or simulated practice*.

Example additional competencies include, but are not limited to: cultural humility, anti-racism, local/regional/population-based practice (e.g., indigenous peoples, deaf community, immigrants and refugees, rural populations), global practice, military practice, leadership, bio-psycho-social-spiritual approach, and holistic approach.

When an additional competency is added, the following standards are affected: AS B/M2.0.2, AS B/M2.0.3, AS M2.1.2, AS M2.1.3, AS M2.1.4, AS B/M 2.2.2, AS M2.2.3, AS 2.2.7, AS B/M2.2.9, AS 4.0.1, AS 4.0.2, AS 4.0.3, and AS 4.0.4.

Programs adding additional **generalist-level competencies** must provide the competency descriptive paragraph and corresponding behaviors in AS B/M2.0.3, in a narrative preceding the matrix.

Program adding additional **specialized-level competencies** must provide the competency descriptive paragraph and corresponding behaviors in AS M2.1.3 in a narrative format.

Relationship Between Generalist and Specialized Practice Curricula

Since programs have the flexibility to structure and rationalize their own formal curriculum design, programs may choose to integrate generalist and specialized practice curricula. It is permissible for generalist courses to contain specialized content and vice-versa. It is not a requirement of the EPAS that the two types of curricula be explicitly distinct or separated with no cross-over. It is also not a requirement of the EPAS that students must complete the full generalist curriculum before entering specialized practice. Ultimately, it is within each program's discretion to design a cohesive curriculum that ensures multi-dimensional competency-based learning, which may include integration of generalist and specialized content within the same course.

For example, master's programs may incorporate a bridge semester or bridge courses. Programs may also begin offering specialized content early and continue offering generalist content throughout the entirety of the program. Courses can intersperse both generalist and specialized content or focus on one or the other. As long as the program has a clear rationale for their formal curriculum design (as documented in **AS M2.0.2** and **AS M2.1.2**) and facilitates multi-dimensional competency-based learning (as evidenced in the curriculum matrices in **AS M2.0.3** and **AS M 2.1.4**), programs have autonomy and discretion in their sequencing, timing,

progression, prerequisites, and other elements of the formal curriculum design ensuring that specialized practice builds upon generalist practice.

Curriculum Matrices

Generalist Practice Matrix (B2.0.3 and M2.0.3)

Programs must develop a curriculum matrix that explains how each competency is taught for development of competence throughout the curriculum. The map provides the BOA with an easy reference to how and where each competency is taught, including all four (4) dimensions per each competency. *Programs map the nine competencies and all four (4) dimensions for each competency across the curriculum.*

At a minimum, the generalist matrix must include:

- The nine social work competencies and any added competencies
- The required course(s) where each competency is demonstrated
- For competencies 6-9, the matrix identifies where individuals, families, groups, organizations, and communities are each reflected in the curriculum
- Specific course content (e.g., readings, modules, assignments, class activities) from required courses where each competency is demonstrated; select the strongest examples to include in the matrix, not all required courses/content need be mapped
- The dimension(s) (i.e., knowledge, values, skills, and cognitive and affective processes) associated with the course content for each competency
- All dimensions for each competency must be addressed somewhere in the curriculum; programs may find that multiple dimensions are covered by one assignment, activity, etc.
- Behaviors are <u>not</u> required in the curriculum matrix

Specialized Practice Matrix (M2.1.4)

Master's programs develop their own competencies that extend and enhance the nine generalist social work competencies and any competencies added by the program. Similar to generalist practice, master's programs must develop a curriculum matrix that explains how each competency is taught for development of competence throughout the curriculum for each area of specialized practice. The matrix provides the BOA with an easy reference to how and where each competency is taught, including all four (4) dimensions per each competency. *Programs map the nine competencies and all four (4) dimensions for each competency across the curriculum.*

At a minimum the matrix must include:

- The nine social work competencies and any added competencies
- The required course(s) where each competency is demonstrated
- For competencies 6-9, the matrix identifies where the specialization-relevant systems levels (i.e., individuals, families, groups, organizations, and/or communities) are reflected in the curriculum

- Specific course content (e.g., readings, modules, assignments, class activities) from required courses where each competency is demonstrated; select the strongest examples to include in the matrix, not all required courses/content need be mapped
- The dimension(s) (i.e., knowledge, values, skills, and cognitive and affective processes) associated with the course content for each competency
- All dimensions for each competency must be addressed somewhere in the curriculum; programs may find that multiple dimensions are covered by one assignment, activity, etc.
- Behaviors are not required in the curriculum matrix

Syllabi for Inclusion in Volume 2

Programs must include uniform syllabi for all courses on the curriculum matrices, both at the generalist and specialized levels. It is not necessary to include syllabi for all required courses in the program, unless the program chooses to include all required courses in a matrix. The BOA cross-checks syllabi with courses/content identified on the matrix in order to more fully understand how the program teaches the competencies and dimensions.

Beyond requiring submission of uniform syllabi within accreditation documents, the BOA does not have requirements regarding the content or formatting of syllabi. Content and formatting of syllabi is within the purview of the program. If a curriculum matrix standard (i.e., AS B2.0.3, AS M2.0.3, AS M2.1.4) is cited by the BOA, the program will be asked to resubmit Volume 2. In these instances, programs may submit Volume 2 as a separate document or embed the syllabi within the program's response/report.

Assessment

Multi-Dimensional Assessment (AS 4.0.1)

The 2015 EPAS requires programs to engage in multidimensional assessment. As indicated in previous sections, the four (4) dimensions of the competencies are: *knowledge, values, skills, and cognitive and affective processes*. Programs are expected to assess competence by identifying the dimension(s) associated with the competency and measuring students' performance at that level. Each generalist competency description in the EPAS, or developed by master's programs for each area of specialized practice, contains information that corresponds to the knowledge, values, skills, and cognitive and affective processes necessary to demonstrate competence. At least two (2) dimensions per competency must be assessed. Assessment of behaviors is only required in the assessment of student competence in *real or simulated practice* situations.

At the baccalaureate level:

- Programs choose their own measures; a minimum of two (2) per competency
    - Programs will have at least nine (9) competencies with two (2) measures per competency
- Programs are required to assess at least two (2) dimensions per competency
    - Programs do not need to assess every dimension for every competency
- One measure must be in *real (e.g., field education settings) or simulated practice* (defined on pg. 22 of the 2015 EPAS) situations

    - Programs must use the generalist behaviors exactly as written in the EPAS for the *real or simulated practice* measure (e.g., field instrument)
        - Programs must present behavior-level data if collected via the *real or simulated practice* measure.
- The second measure can assess any dimension(s) (i.e., knowledge, values, skills, and/or cognitive and affective processes) and may be done via course-embedded measures, end-of-year exams or assignments, portfolios, comprehensive exit exams, etc.

At the master's level:

- Programs are required to assess at least two (2) dimensions per competency at both the generalist level (does not need to include advanced standing students) and specialized practice levels
    - Generalist-level competency is assessed via the competencies and behaviors as written in the EPAS
    - Specialized-level competency is assessed via the competencies and behaviors developed by the program for *each* area of specialized practice **(AS M2.1.3)**
- Programs choose their own measures; a minimum of two (2) per competency
    - Programs will have at least nine (9) competencies with two (2) measures per competency for generalist practice
    - Programs will have at least nine (9) competencies with two (2) measures per competency for *each* area of specialized practice
- Programs are required to measure at least two (2) dimensions per competency
    - Programs do not need to assess every dimension for every competency
- One measure must be in *real (e.g., field education settings) or simulated practice* (defined on pg. 22 of the 2015 EPAS) situations
    - Programs must use the generalist behaviors exactly as written in the EPAS for the real or simulated practice measure (e.g., field instrument)
        - Programs must present behavior-level data if collected via the *real or simulated practice* measure.
    - Programs use their own developed behaviors for their area(s) of specialized practice (programs will have developed both competency descriptions and behaviors for each specialization in **AS M2.1.3**)
        - Programs must present behavior-level data if collected via the *real or simulated practice* measure.
- The second measure can assess any dimension(s) (i.e., knowledge, values, skills, and/or cognitive and affective processes) and may be done via course-embedded measures, end-of-year exams or assignments, portfolios, comprehensive exit exams, etc.

Assessment of Implicit Curriculum (AS 4.0.5)

This is a new requirement with the 2015 EPAS. Programs will assess one aspect of the implicit curriculum as identified in **EP 4.0**.

- **EP 4.0** states, *"Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of* ***diversity, student development, faculty, administrative and governance structure, and resources****. Data*

from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies."

- Minimally one area of implicit curriculum is required to be assessed
- Examples of implicit assessment instruments include exit surveys, interviews, focus groups, alumni surveys, culture/climate surveys, strategic planning process, etc.
- Competencies, behaviors, dimensions, coursework, etc. are assessment of the explicit curriculum not the implicit curriculum
- Programs assess the implicit curriculum for each program option

Commercial Assessment Instruments and Packages

The BOA does not endorse third-party, commercial, standardized, or customized assessment instruments and packages. Although the BOA does not prohibit the use of these commercial packages, it is the responsibility of programs to use assessment plans with assessment measures that are compliant with the 2015 EPAS.

Field Manual and Student Handbook for Inclusion in Volume 3

Programs must include a social work field manual and student handbook. These two documents comprise Volume 3. Institutions with both baccalaureate and master's social work programs can combine field manuals and student handbooks, as long as all relevant policies and procedures are included and clearly labeled where they apply to baccalaureate and/or master's students. The BOA cross-checks the policies and procedures provided in the self-study narrative (Volume 1) with the field manual and student handbook (Volume 3); thus, the content submitted in Volume 1 must match the policies and procedures submitted in Volume 3.

The BOA does not have requirements regarding the content or formatting of the manual and handbook. Content and formatting of the field manual and student handbook is within the purview of the program. If a policy or procedure found in the manual or handbook is cited by the BOA, the program will not be asked to resubmit Volume 3. Rather, the program must submit the exact written policy or procedure and state that the manual or handbook was updated.

NAVIGATING THE ACCREDITATION PROCESS

Preparation

1. **Refer to the CSWE accreditation website for all relevant information and resources (e.g., policies, procedures, due dates, forms, samples) to successfully navigate the accreditation process.**
    a. The Accreditation Policy Handbook houses the accreditation policies and procedures. The Handbook will be periodically updated. Accreditation staff are frequently contacted about the following sections.
    b. The Directory of Accredited Programs details accreditation history, next accreditation review date, and current contact information for all accredited and candidate programs.
    c. BOA decisions are posted publicly on the CSWE website 30-days after each meeting concludes.
        1. Accreditors are required to publicly post accreditation decisions. CSWE-BOA decisions are posted on the CSWE website.
        2. However, it is not a requirement that programs share, market, or communicate their accreditation status with their stakeholders via their own website or other any other materials.
        3. What, how, and with whom programs share their accreditation status is within their own purview.
    d. Accreditation presentations covering a variety of high-demand topics are available for download.

2. **Accreditation processes are self-managed. Programs will not receive prompts nor reminders.**
    a. Timetables (select the appropriate process and then Timetables) for each agenda date outline what is due, to whom, and when it must be submitted. Add these dates to calendars, as programs will not receive prompts nor reminders.
    b. The program's agenda date is published in the Directory of Accredited Programs as the next accreditation review date.
    c. The timetable specifies the fees schedule (select the appropriate process and then Fees). For more information regarding fees or invoicing, please contact feesaccred@cswe.org.

3. **For information regarding accreditation trainings, visit the CSWE accreditation website.**

Writing an Accreditation Document

4. **Self-studies and Benchmark documents are comprised of three (3) volumes and one (1) review brief**:
    a. Volume 1 = narrative response to every accreditation standard, including supporting documentation, compiled into one (1) continuous document
        i. *Optional Tool:* Self-study Volume 1 Template

b. Volume 2 = course syllabi for required courses identified on the curriculum matrix compiled into one (1) continuous document
c. Volume 3 = student handbook and field manual compiled into one (1) continuous document
d. Review Brief = rubric for evaluating compliance or approval used by the BOA readers

5. **Write to the accreditation standard not the educational policies**.
    a. Educational policies inform the program's response to the accreditation standards
        1. Educational policies are not to be altered nor need to be copied/pasted into accreditation documents
    b. **B** – indicates standards applicable to baccalaureate programs only
    c. **M** – indicates standards applicable to master's programs only

6. **Web-based hyperlinks to content that substantiates compliance with a standard will not be accepted.**
    a. BOA members/staff will not search websites for requested information.
    b. All required compliance information must be documented via a narrative response to the standard.
    c. Narrative included in a table is acceptable, unless a separate narrative is required as specified in the Accreditation Standard Interpretations & Tips section of this document.

7. **Programs with multiple program options are expected to explicitly address each program option in response to *each* accreditation standard.**

8. **Required forms (select Self-Study Forms) must be submitted with your self-study or benchmark in response to the accreditation standards**.

9. **Sample curriculum matrices and assessment plans are available which will be helpful in the preparation of the self-study/benchmark document**.

10. **The self-study/benchmark content must reflect information, operations, and offerings current at the time of submission of the document.**
    a. All information submitted in the self-study/benchmark should be current and accurate at the point of submission.
    b. The only exception is the program's assessment data. For assessment data, programs should submit their most current set of outcomes/data (which may reflect prior, yet still recent, data points).
    a. **Framing:** consider the self-study/benchmark as a **rolling snapshot** of where the program currently is; not reflecting back on previous or outdated operations and information. Programs discuss the current educational environment rather than explaining how elements of the program have changed since their last accreditation review cycle.

b. While the document may capture the year prior to submission of the self-study/benchmark, the program should be cognizant to update their accreditation documents regarding any changes that strengthen compliance.
    1. The most frequent changes include composition of faculty, students, staff, other personnel; adding/removing program options; updated assessment data; updates to policies or procedures; or enhancements made to program operations to strengthen compliance with the EPAS.
    2. This list is not exhaustive, so it is important to ensure that all information, personnel, operations, program options, and data captured in the self-study are current, accurate, and aligned with the EPAS. Review policy *4.9 Program Changes* in the Accreditation Policy Handbook for more information on program changes.
c. With regard to program personnel, the program should capture the most up-to-date information in the benchmark/self-study to the best of their ability. This ensures the BOA member/site visitor has access to current faculty and personnel information reflecting those with whom they will meet during their visit.
d. In the self-study, programs should capture all components they wish to have accredited/reaffirmed for compliance with the EPAS. Remember that programs are requesting the BOA to accredit/affirm these operations for the next eight (8) years. So, the self-study/benchmark should capture the program's best compliance plan that reflects current operations now and moving forward for the next eight (8) years.
    2. Review policy *4.9 Program Changes* in the Accreditation Policy Handbook for more information on program changes between review cycles.
e. Submitting outdated information in the self-study, benchmark, or other accreditation documents may result in a citation or other action by the BOA in order to request the most current and accurate program materials.

11. **Self-study/benchmark document writing tips**:
    a. The self-study or benchmark is your opportunity to tell the program's story to the BOA.
    b. Programs are the experts on their educational programs and are tasked with candidly, clearly, and concisely articulating the reality of how the program has implemented and complies with the standards.
    c. BOA members appreciate clear and concise narrative. Information provided should *always* directly relate to the standard to which the program is responding. Do not include information beyond what the standard is requesting.
    d. Since BOA members read for minimum compliance with the EPAS, verbose and elaborate writing styles are discouraged.
    e. The BOA cannot make assumptions; describe how the programs complies with *each component* of the standard.
    f. When the standard requires written policies and procedures, they must be copied/pasted directly into the accreditation document and the location cited (e.g., handbook, manual). Do not provide a link or a summary of the process in lieu of full policies and procedures.

g. BOA members trust that programs are disclosing complete and accurate information.
h. Policy *4.7 Document Formatting Submission Requirements* in the Accreditation Policy Handbook provides formatting and submission requirements for each type of accreditation document.
i. Team-based approaches are highly recommended**.** When possible, the DOSWA encourages administrators, full-time and part-time faculty, staff, students, field instructors, board members, and other relevant program stakeholders to understand and participate in the accreditation process. Continuous accreditation efforts, including periodic reaffirmation reviews, are owned by and affect the entire program.
j. *Optional Tool:* Self-Study/Benchmark Team Approach Grid

Submitting an Accreditation Document

12. Policy *4.7 Document Formatting Submission Requirements* in the Accreditation Policy Handbook pro**vides formatting and submission requirements for each type of accreditation document.**
    a. Accreditation is paperless! Zero physical copies of accreditation documents are required. E-copies only will be accepted.
    b. Submissions are solely accepted via email.
        1. Documents sent via the cloud (e.g., OneDrive, SharePoint, Google Drive, Dropbox), CD, SD, or DVD will not be accepted.
    c. Submit all documents in Microsoft Word or searchable PDF Format (unless otherwise noted in policy 4.7). Scanned documents are **not** accepted.
    d. **Appendices:** Information and relevant documentation for each standard must be included directly in response to that standard (not as appendices). This includes all forms, matrices, and tables.
        2. While the BOA may accept information that is misplaced within the document, for example if it is not placed under the correct/relevant standard, BOA members will not search through the document for requested information.
        3. All relevant compliance information should be included directly in response to the corresponding standard.
        4. When inserting tables or graphics to articulate compliance, a narrative response to the standard must accompany the table or graphic. Alternatively, the narrative may be embedded directly in the table or graphic.

13. **Each separately accredited baccalaureate and master's program are individually evaluated for compliance by the BOA**.
    a. Each program must submit independent self-studies or benchmark documents.
    b. Special note for collaborative programs: Collaboratives share responsibility for documenting a combined compliance plan representative of and applicable to all institutions for each accreditation standard. Thus, collaboratives may only submit one (1) benchmark/self-study document, comprised of volumes 1-3. All other

accreditation-related documents must also reflect one (1) submission, inclusive of all relevant collaborative information. Multiple documents/submissions tailored to each institution will **not** be accepted.

1. Collaboratives may submit *some* duplicate benchmark/self-study required forms to demonstrate compliance across all institutions. The forms that *may* be submitted for each institution are: faculty summary form, faculty data forms (CVs), budget form, and librarian's report.

14. **The review brief is the rubric BOA will use to evaluate compliance.**
    a. As you write a self-study (reaffirmation) or benchmark (candidacy), use the corresponding Review Brief and this Interpretation Guide to ensure all compliance statements for each standard are addressed.
    a. Use the compliance statements and subheadings to clearly address *each component* of the standard
    b. Explicitly address each program option in response to *each* standard.

15. **Common types of accreditation documents**:
    a. **Self-study:** (Reaffirmation & Initial Accreditation) A formal process during which the educational program critically examines its structure, content, strengths, areas for improvement, effectiveness, and enhancement plans in alignment with the EPAS. The self-study is the mechanism for documenting compliance with the accreditation standards every eight (8) years.
    b. **Benchmark:** (Candidacy) A formal process during which a new educational program documents compliance with a portion of accreditation standards over a three-year period leading to a four-year initial accreditation period.
    c. **Visit Report:** Composed by a qualified and trained visitor, this report documents the clarifying information provided to the visitor via onsite discussion and dialogue with the program. Visitors are under the jurisdiction of the BOA and do not determine compliance; they are information gatherers. There are two (2) types of visitors:
        1. Site Visitor = Reaffirmation
        2. BOA Member/Visitor = Candidacy
    d. **Program Response to a Visit Report:** A program's formal written response to the visitor's report documenting compliance with all items raised in the (1) Letter of Instruction (LOI) and (2) Site Visit Report (Reaffirmation) or Candidacy Visit Report (Candidacy). This is the program's final opportunity to demonstrate and document compliance in their own voice prior to receiving a decision from the BOA.
    e. **Program Response to a Deferral:** A program's formal written response to the BOA's request for clarifying information upon which they make an informed decision about the program's compliance with the EPAS. Responses to deferrals may use current/updated information or further clarify/expand upon the same information provided in the previous submission.
    f. **Progress Report:** A program's formal written response to all outstanding concerns for which the program has not clearly demonstrated compliance during

an accreditation review process. Progress reports require updated/current information documenting the program's progression.

g. **Restoration Report:** A program's formal written response to all outstanding noncompliance issues for which the program did not demonstrate compliance during an accreditation review process. Restoration reports require updated/current information documenting the program's evidence of compliance to restore full accredited status.
h. **Substantive Change Proposal:** A program's proposal documenting its compliance plan when preparing to offer a new program option in between accreditation review cycles. Policy *4.9 Program Changes* in the Accreditation Policy Handbook provides detailed policies and procedures for submitting a *Substantive change Proposal*.

16. **If major changes are planned or experienced during your reaffirmation cycle, it is important to contact the program's accreditation specialist to discuss the change and how to report it**.
    a. Per policy *4.9 Program Changes* in the Accreditation Policy Handbook: "*The program should not implement any changes that require a Substantive Change Proposal during the candidacy or reaffirmation process. The candidacy process begins with the submission of the benchmark 1 document and ends with an initial accreditation decision. The reaffirmation process begins with the submission of the self-study and ends with a reaffirmation decision."*

Understanding the BOA Review Process

1. Accreditation reviews occur at the three (3) BOA meetings annually: February, June, and October/November.
2. Each accreditation specialist collaborates with a workgroup of six (6) BOA members (i.e., BOA readers). This workgroup reviews documents and collaborates in preparation for BOA meetings.
3. The specialist assigns each document to two (2) BOA readers.
    - BOA readers do not review materials from previous cycles or previously submitted materials (unless otherwise specified in policy)
4. Various types of documents may also be assigned by the BOA to the specialist for review (e.g., progress reports, substantive changes).
5. The BOA readers complete independent reviews.
6. The reviews are sent to the specialist, compiled, and sent back to the readers for reconciling the decision type and each citation.
7. Any decisions or citations where agreement is not met, are brought to the workgroup for resolution during the BOA meeting.
8. The workgroup finalizes all decision types and citations.
9. All decisions are voted on and ratified by the full BOA.
10. Programs are informed by the specialist of the decision, specifics, rationale, and any next steps after the meeting concludes.

- All final/official signed BOA letters are sent 30 days after the meeting per policy *3.13 Decision Letters* in the Accreditation Policy Handbook

Minimum Compliance Framework

- The Board of Accreditation (BOA) reviews programs though "minimum compliance" lens.
- Staff also train programs to set goals for minimum compliance requirements using the EPAS, Interpretation Guide, and other BOA-sanctioned materials.
- Programs are welcome to go above and beyond minimum compliance, incorporate best-practices, or innovate *as long as* the program is meeting the minimum requirements of the standard.
- Programs have the flexibility to craft excellent educational experiences that exceed the EPAS minimum requirements.
- CSWE-BOA sets the floor; programs set the ceiling.

DOSWA Consultation Services

While accreditation staff may provide consultative services regarding the accreditation process and EPAS, the BOA has sole and complete authority as the final arbiter of compliance with the EPAS. The program is solely responsible for implementing, demonstrating, and maintaining compliance with the EPAS.

Each accredited program is assigned one (1) accreditation specialist with whom they may collaborate. Accreditation specialists:

- Provide customized consultation on the accreditation process, EPAS, and BOA interpretations, via phone, e-mail, video, and/or in-person at CSWE's Annual Program Meeting (APM) and other professional conferences.
  - YouCanBookMe scheduling app conveniently linked in each specialist's email signature
  - Appointments are available to social work education programs only; not members of the public
  - Appointments may only be booked by the program's selected primary contact and/or their designees (per policy *4.1 Primary Contact & Accreditation Communications* in the Accreditation Policy Handbook)
  - For public inquiries, feel empowered to call CSWE headquarters at (703) 683-8080 to locate the staff member who can best respond to your question(s) or review DOSWA's Whom to Contact info sheet
- Develop and maintain accreditation templates, forms, and resources
- Communicate BOA decisions, rationales, and letters
- Provide guidance in navigating the reaffirmation or candidacy process and changes between review cycles
- Provide accurate accreditation-related information and resources to programs and the public
- Assist in understanding accreditation policies and procedures

- Conduct virtual trainings and offer educational opportunities to accredited and candidate programs; at the annual APM; and/or online year-round
- Train and support site visitors and BOA volunteers
- Collaborate in individualized and group settings with programs in their efforts to reach their accreditation goals
- Manage the BOA document review process
- Liaise between the BOA and the program in communicating citations, decisions, rationales for decision-making, and next steps
- Communicate with the program's selected primary contact (per policy *4.1 Primary Contact & Accreditation Communications* in the Accreditation Policy Handbook) and designees authorized by the primary contact to speak with the accreditation specialist
- Do not conduct document reviews, provide written feedback, nor offer live or on-demand reviews of written materials
- Do not determine compliance/noncompliance as the BOA has sole and final authority as the arbiter of compliance in regulation decision-making

Always confirm accuracy of accreditation-related information with the program's assigned accreditation specialist.

Communications with DOSWA & BOA

Per policy *4.1 Primary Contact & Accreditation Communications* in the Accreditation Policy Handbook, *"Each accredited program selects one (1) primary contact. To streamline communication, the primary contact's responsibility is to represent the program in all exchanges with CSWE and the public."* Review the policy to become familiar with the primary contact's scope of responsibilities and procedures for updating the primary contact.

Periodic accreditation updates are emailed to each program's primary contact after BOA meetings. An *Accreditation News Archive* is also publicly available on the accreditation webpages of the CSWE website.

Changes Between Accreditation Review Cycles

The accreditation status obtained at initial accreditation or reaffirmation only covers the components that were reviewed in the self-study at the time of the BOA review. Changes may take place within the program prior to its next scheduled accreditation review; however, some program changes impact compliance with EPAS and require reporting to the BOA or DOSWA per policy *4.9 Program Changes* in the Accreditation Policy Handbook. Changes that do not require reporting are also addressed. Accreditation is an elective, program-driven, and self-managed peer-review process. Programs are solely responsible for implementing, demonstrating, and maintaining compliance with the EPAS during and in-between review cycles.

2015 EPAS INTERPRETATIONS

Grid Navigation Key

ACCREDITATION STANDARD (AS)		
COMPLIANCE STATEMENTS	**BOARD OF ACCREDITATION (BOA) INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Compliance statements are criteria used by the BOA to evaluate the program's written narrative for compliance with the accreditation standard.	• Interpretations further clarify the BOA's required expectations for programs to meet each accreditation standard. • This column also provides guidance for developing clear and concise narratives to demonstrate compliance in accreditation documents.	• Tips are optional guidance to further strengthen the program's compliance with the accreditation standard and enhance written compliance narratives in accreditation documents.

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

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 underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located, and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, 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.

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

Accreditation Standard 1.0—Mission and Goals

Accreditation Standard 1.0.1: The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS
Narrative provides the program's mission statement.	• Quote the program's full mission statement. • The mission statement must be specific to the program-level (baccalaureate or master's) rather than the school/department-level. ○ Institutions with multiple programs (i.e., baccalaureate, master's, and/or practice doctorate) must have distinct mission	• **AS 1.0** does not focus upon explaining consistency with curricular offerings, programmatic features, and program operations. • **AS 1.0** is focused on explaining consistency with the content, language, and verbiage of the program's mission statement.

	statements with language unique to each program level. • It is insufficient to only provide a school, college, or department-level mission statement.	• The **profession's purpose** 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 and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (pg. 5 of the EPAS). • The **profession's values** are 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 underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice (**EP 1.0** on pg. 10 of the EPAS). • Programs develop the content of their mission statement. o *For baccalaureate programs:* Consider the profession's purpose, profession's values, program's context, institutional mission, and generalist practice definition (**EP 2.0**). o *For master's programs:* Consider the profession's purpose, profession's values, program's context, institutional mission, generalist practice definition (**EP 2.0**), and specialized practice (**EP 2.1**). • Consider including a table identifying the components of the program's mission statement, profession's purpose, and values to visually demonstrate the linkages and relationship. o Tables help clarify consistency and visually separate text. o If a table is provided, a narrative discussion of *how* the mission statement is consistent with each component should be included. • Consider **bolding**, underlining, *italicizing*, etc. the components of the mission statement that align with components of the profession's purpose and values to highlight language consistencies.
Narrative explains how the program's mission statement is consistent with the profession's purpose and values.	• Explain the consistency between the program's mission statement, the profession's purpose, and the profession's values. o Connect components of the mission statement language to components of the profession's purpose language. o Connect components of the mission statement language to components of the values language. o Discuss each component of the profession's purpose. o Discuss each component of the profession's values. o Identify clear and explicit linkages. o Highlight areas of consistency and overlap. o Discuss *how* these areas are consistent.	
The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).	• Explicitly address each program option.	

		• *Cascade effect:* When **AS 1.0.1** is cited by the BOA, **AS 1.0.2**, **AS 1.0.3**, and **AS B2.0.1** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 1.0.1 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
Accreditation Standard 1.0.2: The program explains how its mission is consistent with the institutional mission and the program's context across all program options.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative explains how the program's mission is consistent with the institutional mission.	• Quote the institution's full mission statement.
	• Explain the consistency between the program's mission statement and the institution's mission statement.
	  ○ Connect components of the program's mission statement language to components of the institution's mission statement language.
	  ○ Identify clear and explicit linkages.
	  ○ Highlight areas of consistency and overlap.
	  ○ Discuss *how* these areas are consistent.
		• **AS 1.0** does not focus upon explaining consistency with curricular offerings, programmatic features, and program operations.
		• **AS 1.0** is focused on explaining consistency with the content, language, and verbiage of the program's mission statement.
		• **Context** encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, 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** on pg. 10 of the EPAS).
		• Prompts for context:
		  ○ What environmental features and factors fully allow the accrediting body to understand the program's story?
		  ○ What contextual elements influence your program daily?
		• **Examples of contextual factors:**

Narrative explains how the program's mission is consistent with the program's context across all program options.	• Describe the program's context.
	• Explain the consistency between the program's mission statement and the program's context.
	  ○ Connect components of the program's mission statement to components of the program's context.
	  ○ Identify clear and explicit linkages.
	  ○ Highlight areas of consistency and overlap.	

	○ Discuss *how* these areas are consistent.	• *What needs and opportunities are visible or invisible in your communities that your social work program responds to?* ○ Shortage of mental health professionals ○ Limited access to resources for rural or remote communities ○ Aging community base ○ Located near military base and veterans ○ Limited affordable housing ○ Immigrant, refugee, and resettlement area ○ Under resourced community mental health centers ○ Benefits or barriers to social service agencies • *What historical moments or influences shape your social work program?* ○ History of peoples and community ○ Local contributions or leaders that shaped health and helping professions ○ Indigenous connections to the land ○ Background of the campus location or land • *What political realities currently or historically influence your social work program?* ○ Proximity to state or federal capital ○ Relationships with local advocacy organizations ○ Prominent local advocacy issues ○ Social welfare policy considerations ○ Indigenous rights, gay rights, civil rights, women's rights, disability rights, voting rights, or human rights movements • *What current or historical economic influences impact your social work program?* ○ Economic strengths or weaknesses of area ○ State of the local economy ○ Shift in major local employers ○ Socioeconomic status of students, faculty, and staff ○ Local agriculture, goods production, or services ○ Access to basic needs (e.g., food desert, housing shortage)
The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).	• Explicitly address each program option.	

		○ What current or historical environmental factors impact your social work program? ○ Indigenous stewardship of the land ○ Access to abundant natural resources ○ Green spaces for exercise, health, and wellness ○ Environmental disasters ○ Wildlife and nature preserves ○ Exposure to environmental pollutants or toxic chemicals ○ Farming communities ○ Water quality and access ○ Proximity to waste disposal, refineries, or other manufacturing that produces run-off • *Which current or historical social, cultural, or ethnic communities influence your social work program?* ○ Neighborhood groups ○ Global majority groups ○ Sociocultural events ○ Community centers, gathering places, or affinity group spaces ○ Faith-based or religious groups, communities, and/or places of prayer/worship ○ Sanctuary cities • *Which current or historical demographics shape your social work program?* ○ Student, faculty, and staff demographics or size ○ Identity groups educated (e.g., commuters, transfer students, first generation, non-traditional, working professionals, rural students, English as a second language (ESL) students) ○ Median household income ○ Local poverty rates ○ Home ownership and/or houseless rates • *What current or historical institutional features influence your social work program?* ○ Setting or scope (e.g., urban, rural, suburban, global, regional, metropolitan area, tri-city area, tri-state area, border region)

		○ Institutional designation [e.g., Historically Black College or University (HBCU), Hispanic-Serving Institution (HSI), Tribal Colleges and University (TCU), Asian American and Native American Pacific Islander-Serving Institution (AANAPISIs), Alaska Native and Native Hawaiian-Serving Institution (ANNHI)] ○ Founding persons and/or influential faculty/administrators ○ Institutional control or affiliation (e.g., public, private nonprofit, private for-profit, religiously affiliated, health system affiliated, land-grant) ○ Shared governance or important organizational structures ○ Carnegie Classification of Institutions of Higher Education ○ Admission rate or holistic admission processes ○ Funding and financial aid sources ○ Campus life, student services, and other supports ○ Online or distance learning opportunities • *What current, historical, and/or changes local factors shape your social work program – current, historical, or changes?* ○ History ○ Industry and commerce ○ Government ○ Community infrastructure ○ Social services and healthcare ○ Transportation ○ Environment and sanitation ○ Tourism ○ Customs ○ Languages ○ Celebrations ○ Anything local area is known for ○ What regional factors shape your social work program? ○ Government, boards, councils, or policy decision-making bodies ○ Anything region is known for

		• *What global factors shape your social work program?*
		  ○ International partnerships, cultural exchanges, or study abroad opportunities
		  ○ International student admission and retention
		  ○ Location near borders
		  ○ Immigrant or refugee enrollment
		  ○ Human rights or global justice projects or partnerships
		  ○ Implementation of the International Federation of Social Workers global standards
		• *What contemporary and future social work education, practice, and research opportunities impact your social work program?*
		  ○ Generation of new or enhanced knowledge or research-focused programs
		  ○ Innovative curricular approaches (e.g., flipped classrooms, Socratic exams, gamification, interdisciplinary simulations) or teaching-focused programs interdisciplinary simulations)
		  ○ Public scholarship increasing reciprocity between practice and academia
		  ○ Incorporation of best-practices
		  ○ Usage of technologies
		  ○ Scientific testing of ideas
		• Consider including a table identifying the components of the program's mission statement, institution's mission statement, and program's context to visually demonstrate the linkages and relationship.
		  ○ Tables help clarify consistency and visually separate text.
		  ○ If a table is provided, a narrative discussion of *how* the program's mission statement is consistent with each component should be included.
		• Consider **bolding**, <u>underlining</u>, *italicizing*, etc. the components of the program's mission statement that align with components of the institution's mission statement and program's context to highlight language consistencies.

		• *Cascade effect:* When **AS 1.0.2** is cited by the BOA, **AS 1.0.1**, **AS 1.0.3**, and **AS B2.0.1** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 1.0.2 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
Accreditation Standard 1.0.3: The program identifies its goals and demonstrates how they are derived from the program's mission.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative identifies the program's goals.	• Quote the full text of each program goal.
	• Goals represent the components of the program's mission statement.
	• Goals must be unique and distinct to the program-level (master's or baccalaureate).
	• It is insufficient to only provide school, college, or department-level goals.
	• Goals cannot be not identical to the nine social work competencies (EPAS pgs. 7-9).
	• A minimum of one (1) goal must be identified.
	  ○ There is not a specific number of goals required.
		• **AS 1.0** does not focus upon explaining consistency with curricular offerings, programmatic features, and program operations.
		• **AS 1.0** is focused on explaining consistency with the content, language, and verbiage of the program's mission statement.
		• **Goals** are the general aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession (pg. 22 of the EPAS).
		• Programs develop the content of their goals.
		  ○ *For baccalaureate programs:* Consider the program's mission statement, profession's purpose, profession's values, program's context, institutional mission, and generalist practice definition (**EP 2.0**).
		  ○ *For master's programs:* Consider the program's mission statement, profession's purpose, profession's values, program's context, institutional

Narrative demonstrates how the program's goals are derived from the program's mission.	• Explain how each goal, individually, is derived from the program's mission statement. • Connect components of the program's mission statement to each goal. ○ Identify clear and explicit linkages.	

The narrative should discuss goals for all program options (if different from one option to the other) and demonstrate how they are derived from the program's mission.	• Explicitly address each program option.	mission, generalist practice definition (**EP 2.0**), and specialized practice (**EP 2.1**).
		• The program is often the subject of the goal (e.g., the program will…).
		  ○ The program is not required to be the subject of each goal.
		• Goals may focus on important elements of the program's operations and impact such as students, competency-based education, unique educational programming, community relationships, research, faculty development, alumni engagement, etc.
		• Consider including a table identifying the components of the program's mission statement and program's goals to visually demonstrate the linkages and relationship.
		  ○ Tables help clarify consistency and visually separate text.
		  ○ If a table is provided, a narrative discussion of *how* the program's mission statement is consistent with each component should be included.
		• Consider **bolding**, underlining, *italicizing*, etc. the components of the program's mission statement that align with components of each goal to highlight language consistencies.
		• *Cascade effect:* When **AS 1.0.3** is cited by the BOA, **AS 1.0.1**, **AS 1.0.2**, and **AS B2.0.1** are frequently cited due to the integration of these standards.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 1.0.3 is reviewed for:*
		• Approval at Benchmark 1
		• Compliance at Benchmark 3

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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 and economic 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.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the **EPAS** identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

The nine Social Work Competencies are listed in the **EPAS** on pp. 7-9. Programs may add competencies that are consistent with their mission and goals and respond to their context. The descriptions of the nine Social Work Competencies presented in the **EPAS** identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Accreditation Standard B/M2.0—Generalist Practice		
Accreditation Standard B/M2.0.1: The program discusses how its mission and goals are consistent with generalist practice as defined in **EP 2.0.**		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative explains how the program's mission is consistent with generalist practice.	• Quote the program's full mission statement.
	• Explain the consistency between the program's mission statement and the generalist practice definition.
	  ○ Connect components of the program's mission statement language to components of the generalist practice definition language.
	  ○ Identify clear and explicit linkages.
	  ○ Highlight areas of consistency and overlap.
	  ○ Discuss *how* these areas are consistent.
		• **AS B/M2.0.1** does not focus upon explaining consistency with curricular offerings, programmatic features, and program operations.
		• **AS B/M2.0.1** is focused on explaining consistency with the content, language, and verbiage of the definition of generalist practice.
		• **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 and economic 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 2.0** on pg. 11 of the EPAS).
		• Consider including a table identifying the components of the program's mission statement, the program's goals, and the definition of generalist practice to visually demonstrate the linkages and relationship.

Narrative explains how the program's goals are consistent with generalist practice.	• Explain the consistency between each program goal and the definition of generalist practice.
	  ○ Connect components of each goal's language to components of the generalist practice definition language.
	  ○ Identify clear and explicit linkages.
	  ○ Highlight areas of consistency and overlap.
	  ○ Discuss *how* these areas are consistent.	

If program options have different missions and/or goals, discuss for each program option.	• Explicitly address each program option.	

		○ Tables help clarify consistency and visually separate text. ○ If a table is provided, a narrative discussion of how the program's mission statement is consistent with each component should be included. • Consider **bolding**, underlining, *italicizing*, etc. the components of the program's mission statement, and each goal, that align with components of the definition of generalist practice to highlight language consistencies. • *Cascade effect:* When **AS B2.0.1** is cited by the BOA, **AS 1.0.1**, **AS 1.0.2**, and **AS 1.0.3** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS B/M2.0.1 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS
Narrative provides a rationale for the program's formal curriculum design across all program options.	• Describe the formal generalist practice curriculum design. ○ Identify any theories, concepts, and/or pedagogical ideas used to inform the design. ○ List required courses by course call number and title. ○ Identify when each required course is offered within the broader design. ○ Describe *how* each required course influences and builds upon one another.	• **Curriculum** is all planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences (pg. 22 of the EPAS). • **Curriculum design** identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for

	○ Explain how students progress through the curriculum. • It is insufficient to only provide a list of courses and their descriptions (e.g., course catalog). • Explicitly address each program option.	competency attainment within the organization in which it operates (pg. 20 of the EPAS). • *Rationale:* Reasons or logical basis. • *Focus of this standard:* Generalist practice formal curriculum design elements, required courses, rationale for the design, and integration between class and field. • Prompts for describing the formal curriculum design: ○ What? ▪ What elements comprise the curriculum? ▪ What is the relationship between those elements? ▪ What are the required courses? ▪ *Optional:* What are the elective courses? ▪ Include course descriptions from the course catalog. ▪ If the curriculum were explained to prospective students, what would be shared? ○ When? ▪ When is each required course offered within the broader design? ▪ *Optional:* When is each elective course offered within the broader design? ▪ Consider sectioning the narrative by semester or academic year. ▪ Consider including a visual semester-by-semester plan of study (e.g., table/chart for tracking student progression through the curriculum, typically provided by a registrar's office) ○ Why?
Narrative explains how the program's curriculum design is used to develop a coherent and integrated curriculum for both classroom and field across all program options.	• Explain the coherent integration between the class and field curricula. • Explicitly address each program option.	

		▪ Which theories, concepts, and/or pedagogical ideas inform the design? ▪ In what order is content engaged? Why? ▪ What content is engaged concurrently? Why? ▪ What content is prerequisite to other content? Why? ▪ Is there a developmental order to the design? ▪ Is there a logical progression to the curriculum? ▪ Why does the composition and configuration of courses make coherent sense? o How? ▪ How does each required course influence and build upon one another? ▪ How do students progress through the curriculum, from admission through graduation? • *Optional*: Consider summarizing electives, general education requirements, institutional core curricula, certificate programs, dual degree programs, and other optional curricular offerings. • Prompts for explaining the coherent integration between class and field: o How does the design coherently integrate class and field? o How does the design intentionally show the symbiotic relationship between class and field? o How does the design maximize class-based learning and field-based practice outcomes? o Is there a logical progression to ensure students are prepared for entering field and

		continue strengthening competence once in field? o Are there prerequisites to field? o Are practice courses and field courses taken concurrently? o How does the design ensure students engage in both theory and practice? • The accrediting body nor EPAS mandate a list of courses every social work program must offer. o Social work education in the U.S. is competency-based. o This educational design allows each program to design, rationalize, and map their curriculum to the nine social work competencies with the goal of teaching, learning, and practicing the knowledge, values, skills, and cognitive/affective processes related to each competency. o Thus, each program's curricular/course requirements vary widely and are unique to their mission, goals, and context. o **Competency-based education** rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and

		exercise of judgment in regard to unique practice situations. ▪ Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. ▪ Competency-based education is an outcomes-oriented approach to curriculum design (pg. 6 of the EPAS). • Programs determine the formal title(s) of the degree(s) awarded. o One program may award multiple degrees for completion of the same program/curriculum. o In such cases, degree titles typically vary based upon which institution-level general education or liberal arts requirements students complete. • The accrediting body nor EPAS address the number of credit hours for degree attainment/conferral. Such decisions are beyond accreditation and at the discretion of the program, their institution, state-based higher education authority, and/or regional accreditor. o Programs are advised to inquire with their state's licensing board regarding any post-degree practice implications. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS B/M2.0.2 is reviewed for:* • Approval at Benchmark 1

		• Compliance at Benchmark 3
Accreditation Standard B/M2.0.3: The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Programs that **add additional generalist-level competencies** must provide the competency descriptive paragraph and corresponding behaviors in a narrative preceding the matrix (if applicable).	• For generalist practice, baccalaureate and master's programs are required to implement the nine social work competencies as described in the 2015 EPAS (pages 7-9).
	  ○ Programs must use all competencies and behaviors exactly as written in the EPAS.
	  ○ Programs may add additional competencies or behaviors relevant to the program's context.
	  ○ Programs may elect to develop additional behaviors that integrate the dimensions and represent observable components of each competency.
	• **Only programs that add one or more competencies are required to respond to this compliance statement and include a narrative preceding the matrix.**
	• For each added competency list the:
	  ○ Competency title
	  ○ Descriptive paragraph(s)
	  ○ Behavior(s)
	• For the competency descriptive paragraph(s):
	  ○ Each descriptive paragraph must incorporate the four (4) dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) that comprise each competency.
	• For the behavior(s):
	  ○ A minimum of one (1) behavior must be identified for each competency.
		• **REQUIRED ENCLOSURE:** Submit Syllabi in Volume 2 for required courses on the matrix for self-study/benchmark documents.
		• **Matrix** is a table or chart that maps the social work curriculum content to the competencies(pg. 22 of the EPAS).
		• The **nine social work competencies** are listed on pgs. 7-9 of the EPAS.
		• Baccalaureate and master's programs may elect to add one (1) or more generalist competencies unique to the program's context.
		• Adding one or more competencies means:
		  ○ Writing customized competency descriptive paragraphs infusing the four (4) dimensions
		  ○ Writing customized behaviors (i.e., observable components of the competency which operationalize the competency in *real or practice situations* (e.g., field settings)
		  ○ Providing students with a curriculum that is customized to provide students with the knowledge, values, skills, and cognitive and affective processes relevant to that competency
		  ○ Using the descriptive paragraph and behaviors to inform the generalist practice curriculum design, content, and competency-based outcomes

	○ There is not a specific number of behaviors required. • Explicitly address each program option.	• **SAMPLE:** Generalist practice curriculum matrix for AS B/M2.0.3. • The intent and purpose of the curriculum matrix is different than the assessment plan matrix (**AS 4.0.1**). ○ The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency, dimension, and/or system-level which all students are learning in the classroom. ▪ Curriculum Matrix = guaranteeing/delivering consistent content ○ The assessment plan matrix details how the program is measuring competency-based student learning outcomes. ▪ Assessment Plan = demonstrating/assessing competence ○ It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded measure model. • Behaviors are optional/<u>not</u> required to be included in the matrix. • Programs determine their own course titles, prefixes, and numbers. • Prompts for identifying, selecting, and mapping required courses in the matrix: ○ The matrix is <u>not</u> intended to serve as a comprehensive curricular map. ○ It is <u>not</u> required to list every instance of competency-based learning in the generalist curriculum. ○ Consider featuring a spread of required courses from across the generalist curriculum. ○ Matrix content answers the question: "The program is confident we are preparing competent social work practitioners because
Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.	• Provide a generalist practice curriculum matrix in a table format that includes: ○ Nine social work competencies ○ Any competencies added by the program ○ The best examples of competency-based required course content all students receive consistently ○ Each example must include: ▪ Required course call number and title ▪ Title of specific required course content ▪ Brief description of required course content ▪ The relevant dimensions (i.e., knowledge, values, skills, and/or cognitive and affective processes) ▪ For competencies 6-9, the relevant system levels (i.e., individuals, families, groups, organizations, and/or communities) ▪ Page number reference to the relevant syllabi in Volume 2 of the self-study or benchmark document • For dimensions (i.e., knowledge, values, skills, and/or cognitive and affective processes): ○ Each dimension must be addressed a minimum of once per competency. ○ Multiple dimensions can be connected to a single piece of course content, if the program clearly links the content to the competency, dimension(s), and/or system level(s) identified.	

	• For competencies 6-9 system levels (i.e., individuals, families, groups, organizations, and/or communities):
	  ○ Each system level must be addressed a minimum of once per competency.
	  ○ Multiple system levels can be connected to a single piece of course content, if the program clearly links the content to the competency, dimension(s), and/or system level(s) identified.
	• The matrix content must match the syllabus content including the competency, dimension(s), and/or system level(s).
	• It is <u>not</u> required for every required course to be included on the matrix.
	• Do <u>not</u> include elective courses or elective course content on the matrix.
	• If a program offers a series of required courses in which a student must take one of any number of courses to fulfill the requirement, then the same course content must be offered consistently across all courses to be included on the matrix.
	• Programs may elect to include cross-listed or interdisciplinary course content that is required for all students on the matrix.
	  ○ In such cases, content must be clearly linked to the competency, dimension(s), and/or system level(s).
	• Explicitly address each program option.
	  ○ Programs may elect to use the same or different curriculum matrices per each program option.
		students learn [dimension(s)] of competency [#] via [specific required course content] in [course # and title].
		  ▪ Example: "The program is confident we are preparing competent social work practitioners because students learn values and cognitive and affective processes of competency #1 and #2 via a Reflection Paper on Intersectionality, Identities, and Your Social Work Goals in SW 305: Social Work Practice in a Diverse & Global Society."
		• Prompts for identifying, selecting, and mapping the best required course content examples in the matrix:
		  ○ Select content that best aligns with the competency descriptive paragraph.
		  ○ Select content that is identical across all sections of the same course even if taught by different instructors.
		• Examples of required course content:
		  ○ Assignments
		  ○ In-class activities
		  ○ Readings
		  ○ Modules
		• Exams and quizzes on the matrix:
		  ○ Include content on the matrix that is designed to deliver competency-based learning.
		  ○ If included, clearly connect exams and quizzes to the competency, dimension(s), and/or system levels and explain how this activity delivers competency-based content to students.
		• Field courses and content on the matrix:
		  ○ Only include field courses/content on the matrix that is consistent for all students

		regardless of field setting-based activities and tasks. ○ Examples: ▪ *Can be included on the matrix:* Field seminar content may be required, specific, and consistent for all students. ▪ *Cannot not be included on the matrix:* Field setting-based activities and tasks are not typically required, specific, and consistent for all students because learning opportunities differ across settings. Field-based learning agreements, as they are a contract ensuring students will practice competencies in field, and not a tool for delivering competency-based content. • Consider addressing each component of the competency title. ○ If one or more of the components of the competency is not clearly addressed in the matrix and/or relevant syllabus, it may be cited. ○ Example: ▪ For *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*, the program addressed social and economic justice, yet did not identify specific required course content addressing human rights nor environmental justice. ○ Environmental justice is defined on pg. 20 of the EPAS. • Considerations for matching the matrix and syllabi:

		○ Consider titling the specific course content consistently between the matrix and syllabi. ○ Continuously paginate Volume 2 of the self-study or benchmark document so that reviewers can cross-check the matrix and syllabi. ○ If the matrix is cited, programs must update/resubmit relevant syllabi. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS B/M2.0.3 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in **EP 2.0**, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1— Specialized Practice

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS
Narrative identifies the program's area(s) of specialized practice across all program options.	• List each area of specialized practice. ○ Master's programs must have a minimum of one (1) specialization. • Explicitly address each program option.	• **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 and economic

Narrative demonstrates how the program's areas of specialized practice build on generalist practice across all program options.	○ For each area of specialized practice, explain *how* the specialization builds on generalist practice as defined in **EP 2.0**.
	  ▪ Select the components of the generalist practice definition that best influence each area of specialized practice.
	  ▪ It is <u>not</u> required to discuss all components.	

	▪ Explain *how* each area of specialized practice builds upon each selected component. ○ Explain *how* each area of specialized practice builds on one or more of the following system levels: individuals, families, groups, organizations, and/or communities. • Explicitly address each program option.	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 2.0** on pg. 11 of the EPAS). • **Specialized practice** builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice (pg. 21 of the EPAS). • "Area of specialized practice" is an umbrella term. ○ Programs may elect to use other terminology (e.g., concentration, track, focus, area) to label their specialization(s). • Advanced generalist is considered a specialization. • For each specialization, consider including a table identifying how elements of the specialization builds on components of the definition of generalist practice (**EP 2.0**) to visually demonstrate the relationship. ○ Tables help clarify how specialized practice builds on generalist practice and visually separate text. ○ If a table is provided, a narrative discussion of *how* the specialization builds on generalist practice should be included. ○ Consider all components of the generalist practice definition yet select those that best influence each area of specialized practice. • Consider **bolding**, underlining, *italicizing*, etc. the elements of the specialization that build on components of the definition of generalist practice (**EP 2.0**) to highlight language consistencies.

		• Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS M2.1.1 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
Accreditation Standard M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative provides a rationale for the program's formal curriculum design for specialized practice across all program options.	• For each area of specialized practice, describe the program's formal curriculum design.
	  ○ Identify any theories, concepts, and/or pedagogical ideas used to inform the design.
	  ○ List required courses by course call number and title.
	  ○ Identify when each required course is offered within the broader design.
	  ○ Describe *how* each required course influences and builds upon one another.
	  ○ Explain how students progress through the curriculum.
	• It is insufficient to only provide a list of courses and their descriptions (e.g., course catalog).
	• Master's programs may elect to integrate generalist and specialized practice curricula.
	  ○ Specialized courses can contain generalist content and vice-versa.
	• Explicitly address each program option.
		• **Curriculum** is all planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences (pg. 22 of the EPAS).
		• **Curriculum design** identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates (pg. 20 of the EPAS).
		• *Rationale:* Reasons or logical basis.
		• *Focus of this standard:* For each area of specialized practice, formal curriculum design elements, required courses, rationale for the design, and integration between class and field.
		• Prompts for describing the formal curriculum design:
		  ○ What?
		  ▪ What elements comprise the curriculum?
		  ▪ What is the relationship between those elements?
		  ▪ What are the required courses?

Narrative explains how the program's curriculum design for specialized practice is used to develop a coherent and integrated	• For each area of specialized practice, explain the coherent integration between the class and field curricula. • Explicitly address each program option.	

curriculum for both classroom and field across all program options.		▪ *Optional:* What are the elective courses? ▪ Include course descriptions from the course catalog. ▪ If the curriculum were explained to prospective students, what would be shared? o When? ▪ When is each required course offered within the broader design? ▪ *Optional:* When is each elective course offered within the broader design? ▪ Consider sectioning the narrative by semester or academic year. ▪ Consider including a visual semester-by-semester plan of study (e.g., table/chart for tracking student progression through the curriculum, typically provided by a registrar's office) o Why? ▪ Which theories, concepts, and/or pedagogical ideas inform the design? ▪ In what order is content engaged? Why? ▪ What content is engaged concurrently? Why? ▪ What content is prerequisite to other content? Why? ▪ Is there a developmental order to the design? ▪ Is there a logical progression to the curriculum? ▪ Why does the composition and configuration of courses make coherent sense?

		○ How? ▪ How does each required course influence and build upon one another? ▪ How do students progress through the curriculum, from admission through graduation? • *Optional*: Consider summarizing electives, general education requirements, institutional core curricula, certificate programs, dual degree programs, and other optional curricular offerings. • Prompts for explaining the coherent integration between class and field: ○ How does the design coherently integrate class and field? ○ How does the design intentionally show the symbiotic relationship between class and field? ○ How does the design maximize class-based learning and field-based practice outcomes? ○ Is there a logical progression to ensure students are prepared for entering field and continue strengthening competence once in field? ○ Are there prerequisites to field? ○ Are practice courses and field courses taken concurrently? ○ How does the design ensure students engage in both theory and practice? • The accrediting body nor EPAS mandate a list of courses every social work program must offer. ○ Social work education in the U.S. is competency-based. ○ This educational design allows each program to design, rationalize, and map their curriculum to the nine social work competencies with the goal of teaching, learning, and practicing the knowledge,

		values, skills, and cognitive/affective processes related to each competency.
		  ○ Thus, each program's curricular/course requirements vary widely and are unique to their mission, goals, and context.
		  ○ **Competency-based education** is explained on pg. 6 of the EPAS.
		• Programs determine the formal title(s) of the degree(s) awarded.
		  ○ One program may award multiple degrees for completion of the same program/curriculum.
		  ○ In such cases, degree titles typically vary based upon which institution-level general education or liberal arts requirements students complete.
		• The accrediting body nor EPAS address the number of credit hours for degree attainment/conferral. Such decisions are beyond accreditation and at the discretion of the program, their institution, state-based higher education authority, and/or regional accreditor.
		  ○ Programs are advised to inquire with their state's licensing board regarding any post-degree practice implications.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS M2.1.2 is reviewed for:*
		• Approval at Benchmark 1
		• Compliance at Benchmark 3

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

Narrative describes how each of the program's areas of specialization extend and enhance each of the nine competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization across all program options.	• For each area of specialized practice, the program extends and enhances the nine social work competencies and any additional competencies added by the program.
	  ○ The program lists:
	  ▪ Competency title
	  ▪ Descriptive paragraph(s)
	  ▪ Behavior(s)
	• Titles for competencies 1-5 must remain identical to the nine generalist competences.
	• Titles for competencies 6-9 may change to reflect the specialized/relevant system levels (e.g., individuals, families, groups, organizations, and/or communities) the program elects to extend and enhance.
	  ○ Advanced generalist and population-specific specializations must extend and enhance all five (5) system levels.
	  ○ The extended and enhanced system levels must match those identified in response to **AS M2.1.1.**
	• Descriptive paragraphs for the customized specialized (i.e., extended and enhanced) nine social work competencies and any added by the program must incorporate:
	  ○ The four (4) dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) that comprise each competency.
	• Behaviors for the customized specialized (i.e., extended and enhanced) nine social work competencies and any added by the program must include:
	  ○ A minimum of one (1) behavior identified for each competency.
	  ○ There is not a specific number of behaviors required.
		• Extending and enhancing the nine social work competencies, and any other competencies developed by the program) means:
		  ○ Writing customized competency descriptive paragraphs infusing the four (4) dimensions
		  ○ Writing customized behaviors
		  ○ Providing students with a curriculum that is specialized to provide students with the knowledge, values, skills, and cognitive and affective processes relevant to that area
		  ○ Using the descriptive paragraph and behaviors to inform the specialized practice curriculum design, content, and competency-based outcomes
		• Behaviors are the observable components of the competency which operationalize the competency in *real or practice situations* (e.g., field settings).
		• Master's programs may elect to add one (1) or more specialized competencies unique to the program's context.
		• **SAMPLE:** Specialized (i.e., extended and enhanced) competencies and behaviors for AS M2.1.3.
		• **OPTIONAL TOOL:** Example specialized competencies and behaviors in the CSWE curricular guides.
		  ○ *Disclaimer:* The curricular guides are peer-produced resources by task forces of national content experts.
		  ○ These guides are not created by nor vetted by the accrediting body nor accreditation staff.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs
			AS M2.1.3 is reviewed for:
			• Approval at Benchmark 1

	• It is insufficient to only add the specialization name to each competency and/or behavior. This is not defined as extending and enhancing the competencies. • Explicitly address each program option.	• Compliance at Benchmark 3
Accreditation Standard M2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Program provides a matrix illustrating how the program's specialized practice curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.	• For each area of specialized practice, provide a curriculum matrix in a table format that includes:
	  ○ Nine specialized (i.e., extended and enhanced) social work competencies
	  ○ Any competencies added by the program
	  ○ Best examples of competency-based required courses all students receive consistently
	  ○ For each example include:
	  ▪ Required course call number and title
	  ▪ Title of specific required course content
	  ▪ Brief description of required course content
	  ▪ The relevant dimensions (i.e., knowledge, values, skills, and/or cognitive and affective processes)
	  ▪ For competencies 6-9, the relevant system levels (i.e., individuals, families, groups, organizations, and/or communities) the program has selected to extend and enhance for its area of specialized practice
	  ▪ Page number reference to the relevant syllabi in Volume 2 of the self-study or benchmark document
		• **REQUIRED ENCLOSURE:** Submit Syllabi in Volume 2 for required courses on the matrix for self-study/benchmark documents.
		• **Matrix** is a table or chart that maps the social work curriculum content to the competencies (pg. 22 of the EPAS).
		• The **nine social work competencies** are listed on pgs. 7-9 of the EPAS.
		• For each area of specialized practice, programs extend and enhance the nine social work competencies per **AS M2.1.3**.
		  ○ These specialized competencies are mapped in the curriculum matrix.
		• Master's programs may elect to add one (1) or more specialized competencies unique to the program's context.
		• Adding one or more competencies means:
		  ○ Writing customized competency descriptive paragraphs infusing the four (4) dimensions
		  ○ Writing customized behaviors (i.e., observable components of the competency which operationalize the competency in *real or practice situations* (e.g., field settings)
		  ○ Providing students with a curriculum that is customized to provide students with the knowledge, values, skills, and cognitive and

	• For dimensions (i.e., knowledge, values, skills, and/or cognitive and affective processes):
	  ○ Each dimension must be addressed a minimum of once per competency.
	  ○ Multiple dimensions can be connected to a single piece of course content, if the program clearly links the content to the competency, dimension(s), and/or system level(s) identified.
	• For competencies 6-9 system levels (i.e., individuals, families, groups, organizations, and/or communities):
	  ○ Each system level the program has selected for its specialized (i.e. extended and enhanced) competencies must be addressed a minimum of once per competency 6-9.
	  ○ Multiple system levels can be connected to a single piece of course content, if the program clearly links the content to the competency, dimension(s), and/or system level(s) identified.
	• The matrix content must match the syllabus content including the competency, dimension(s), and/or system level(s).
	• It is <u>not</u> required for every required course to be included on the matrix.
	• Do <u>not</u> include elective courses or elective course content on the matrix.
	• If a program offers a series of required courses in which a student must take one of any number of courses to fulfill the requirement, then the same course content must be offered consistently across all courses to be included on the matrix
	• Programs may elect to include cross-listed or interdisciplinary course content that is required for all students on the matrix.
		affective processes relevant to that competency
		  ○ Using the descriptive paragraph and behaviors to inform the generalist practice curriculum design, content, and competency-based outcomes
		• **SAMPLE:** Specialized practice curriculum matrix for AS M2.1.4.
		• The intent and purpose of the curriculum matrix is different than the assessment plan matrix (**AS 4.0.1**).
		  ○ The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency, dimension, and/or system-level which all students are learning in the classroom.
		  ▪ Curriculum Matrix = guaranteeing/delivering consistent content
		  ○ The assessment plan matrix details how the program is measuring competency-based student learning outcomes.
		  ▪ Assessment Plan = demonstrating/assessing competence
		  ○ It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded measure model.
		• Behaviors are optional/<u>not</u> required to be included in the matrix.
		• Programs determine their own course titles, prefixes, and numbers.
		• Prompts for identifying, selecting, and mapping required courses in the matrix:
		  ○ The matrix is <u>not</u> intended to serve as a comprehensive curricular map.

	○ In such cases, content must be clearly linked to the competency, dimension(s), and/or system level(s). • Explicitly address each program option. ○ Programs may elect to use the same or different curriculum matrices per program option.	○ It is <u>not</u> required to list every instance of competency-based learning in the specialized curriculum. ○ Consider featuring a spread of required courses from across the specialized curriculum. ○ Matrix content answers the question: "The program is confident we are preparing competent social work practitioners because students learn [dimension(s)] of competency [#] via [specific required course content] in [course # and title]. ▪ Example: "The program is confident we are preparing competent social work practitioners because students learn knowledge and skills of competency #3 and #5 via a Social Policy Advocacy Paper on the Social Determinants of Health and Integrated Health Model in SW 655: Healthcare Policy." • Prompts for identifying, selecting, and mapping the best required course content examples in the matrix: ○ Select content that best aligns with the competency descriptive paragraph. ○ Select content that is identical across all sections of the same course even if taught by different instructors. • Examples of required course content: ○ Assignments ○ In-class activities ○ Readings ○ Modules • Exams and quizzes on the matrix: ○ Include content on the matrix that is designed to deliver competency-based learning.

		○ If included, clearly connect exams and quizzes to the competency, dimension(s), and/or system levels and explain how this activity delivers competency-based content to students. • Field courses and content on the matrix: ○ Only include field courses/content on the matrix that is consistent for all students regardless of field setting-based activities and tasks. ○ Examples: ▪ *Can be included on the matrix:* Field seminar content may be required, specific, and consistent for all students. ▪ *Cannot be included on the matrix:* Field setting-based activities and tasks are not typically required, specific, and consistent for all students because learning opportunities differ across settings. Field-based learning agreements, as they are a contract ensuring students will practice competencies in field, and not a tool for delivering competency-based content. • Consider addressing each component of the competency title. ○ If one or more of the components of the competency is not clearly addressed in the matrix and/or relevant syllabus, it may be cited. ○ Example: ▪ For *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*, the program addressed social and economic justice,

		yet did not identify specific required course content addressing human rights nor environmental justice. o Environmental justice is defined on pg. 20 of the EPAS. • Considerations for matching the matrix and syllabi: o Consider titling the specific course content consistently between the matrix and syllabi. o Continuously paginate Volume 2 of the self-study or benchmark document so that reviewers can cross-check the matrix and syllabi. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS M2.1.4 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

Accreditation Standard 2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative explains how the program's field education program connects the theoretical and conceptual contributions of classroom and field across all program options.	• *For master's programs:* Identify two (2) or more activities from the generalist curriculum, and two (2) or more activities from each area of specialized curriculum.
	• Identify two or more theory-based activities that connect class and field.
	  ○ Title of the activity
	  ○ Theory taught
	  ○ Course number and title
	  ○ Explanation of how this activity connects class and field learning/application
	• Identify two or more concept-based activities that connect class and field, including:
	  ○ Title of the activity
	  ○ Concept taught
	  ○ Course number and title
	  ○ Explanation of how this activity connects class and field learning/application
		• Programs can select their own terminology to describe field education (e.g., experience, internship, placement, practice, practicum).
		• *Theory:* A set of principles that guide social work practice. These principles reflect well-substantiated facts/evidence gathered through the scientific method/research and explain a phenomenon, condition, event, or observation. Theories seek to answer the question of "why?"
		• Examples of theories:
		  ○ Systems theory
		  ○ Psychosocial development theory
		  ○ Social learning theory
		  ○ Transformational leadership theory
		• *Concepts:* A general idea or principle rooted in social work practice.
		• Examples of concepts:

	• Identify a variety of courses from across the curriculum that connect class and field.
	  ○ It is insufficient to only identify field seminar.
	• Explicitly address each program option.
		○ Empowerment
		○ Anti-racist and anti-oppressive practices
		○ Human rights
		○ Self-care
		○ Social action
		○ Power dynamics
		○ Systemic issues
		○ Whole/integrated health and well-being
		○ Empathy
		○ Biopsychosocial-spiritual-cultural model
		○ To identify key social work concepts consider using language/terminology from:
		  ▪ Social work competencies
		  ▪ Social work dictionaries
		  ▪ Peer-reviewed journals
		  ▪ NASW publications
		• *Focus of this standard:* How class and field are connected through integrated learning activities about theories, concepts, and their practice applications.
		• Prompts for connection between class and field:
		○ How is class and field intentionally integrated?
		○ Describe the symbiotic relationship between class and field using specific examples (e.g., assignments, activities).
		• Examples of activities that connect class and field:
		○ Do students participate in journaling?
		○ Any assignments that include students taking a case from field and incorporating it into a course assignment? Do students engage in process recordings, term papers, case-based analysis, critical self-reflective exercises, presentations, etc.?
		○ What underlying theories and/or concepts are integrated into the examples? <u>*How*</u> do these examples allow students to integrate

		classroom-learned theories and concepts to practice in field? • Copy/paste relevant written policies (if applicable), typically located in the field manual. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 2.2.1 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard B/M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.	• Identify a mechanism for ensuring field settings offer competency-based generalist practice opportunities with the five (5) system levels (i.e., individuals, families, groups, organizations, and communities). • Explicitly address each program option.	• *Focus of this standard:* How the program ensures field settings offer competency-based generalist practice opportunities with individuals, families, groups, organizations, and communities. • Example mechanisms: o Affiliation agreement/memorandum of understanding o Learning agreement/contract o Site visit agenda item o Discussed during field instructor orientation/training • Examples/illustrations in field settings:

Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.	• Identify two (2) or more examples/illustrations for ensuring field settings offer competency-based generalist practice opportunities for each system level (i.e., individuals, families, groups, organizations, and communities). • Learning opportunities, tasks, and activities are <u>not</u> expected to be consistent across field settings. • Explicitly address each program option.	○ Select two (2) or more competency-based example tasks and/or activities completed by recent students for each system level (i.e., individuals, families, groups, organizations, and communities). ○ Insert two (2) or more completed and deidentified learning agreements. ○ Examples are <u>not</u> required to be associated with specific field settings. • Consider training and coaching field settings and field instructors to creatively design competency-based opportunities. Examples include: ○ Maintain a bank of competency-based field tasks and activities for field personnel and students to utilize ○ Share deidentified learning agreements with field instructors • Copy/paste relevant written policies (if applicable), typically located in the field manual. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS B/M2.2.2 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

Accreditation Standard M2.2.3: The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS
Narrative identifies how the program's field education program	• For each area of specialized practice: ○ Identify a mechanism for ensuring field settings offer the competency-based specialized practice	• *Focus of this standard:* How the program ensures field settings offer competency-based specialized practice opportunities for each area of specialized

provides specialized opportunities for students to demonstrate social work competencies within an area of specialized practice across all program options.	opportunities with the relevant system levels (i.e., individuals, families, groups, organizations, and/or communities). • Explicitly address each program option.	practice and the relevant extended/enhanced (i.e., specialized) system levels (i.e., individuals, families, groups, organizations, and/or communities) • Example mechanisms: o Affiliation agreement/memorandum of understanding o Learning agreement/contract o Site visit agenda item o Discussed during field instructor orientation/training • Examples/illustrations in field settings: o Select two (2) or more competency-based example tasks and/or activities completed by recent students for each extended/enhanced (i.e., specialized) relevant system levels (i.e., individuals, families, groups, organizations, and/or communities). o Insert two (2) or more completed and deidentified learning agreements. o Examples are <u>not</u> required to be associated with specific field settings. • Consider training and coaching field settings and field instructors to creatively design competency-based opportunities. Examples include: o Maintain a bank of competency-based field tasks and activities for field personnel and students to utilize o Share deidentified learning agreements with field instructors • Copy/paste relevant written policies (if applicable), typically located in the field manual. • Use subheadings to clearly address each component of the standard.
Narrative illustrates how these specialized practice opportunities are accomplished in field settings across all program options.	• For each area of specialized practice: o Identify two (2) or more competency-based example tasks and/or activities for each extended/enhanced (i.e., specialized) relevant system levels (i.e., individuals, families, groups, organizations, and/or communities). • Learning opportunities, tasks, and activities are <u>not</u> expected to be consistent across field settings. • Explicitly address each program option.	

		Candidate Programs | *AS M2.2.3 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative explains how students across all program options in the program's field education program demonstrate social work competencies through in-person contact with clients and constituencies.	• Explain the process/mechanism for ensuring in-person contact with clients and constituencies.
	• Students must interact with people, not simulations, avatars, actors, etc.
	  ○ Simulated practice situations cannot be counted toward the minimum number of field hours (**AS 2.2.5**).
	• In-person tasks and activities, including remote/virtual field hours are permitted (**AS 2.2.4**).
	  ○ Programs determine the number and type of field hours required to be completed in-person and/or remote/virtual with clients and constituents.
	  ○ Field placements/hours can be completed fully physically in-person, virtual, or a combination of both.
	  ○ There is no minimum nor maximum for number for each type.
	  ○ Field hours must prepare students for the appropriate practice level (i.e., generalist or specialized) and to demonstrate the social work competencies and behaviors.
	• Explicitly address each program option.
		• **In-person contact** refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies (pg. 22 of the EPAS).
		• **Clients and constituencies** are those served by social workers including individuals, families, groups, organizations, and communities (pg. 20 of the EPAS).
		• Prompts for ensuring in-person contact:
		  ○ Are only field hours completed within a field setting counted?
		  ○ Are hours spent in simulations omitted from the field hour count?
		  ○ Which field personnel (e.g., field director, field liaison, field instructor, seminar instructor) are responsible for ensuring in-person contact?
		  ○ What format (e.g., in-person, virtual) is used to verify in-person contact?
		  ○ What frequency (e.g., weekly, bi-weekly, monthly, twice per semester) is used to verify in-person contact?
		• Examples for ensuring in-person contact:
		  ○ Field director reviews the affiliation agreement when the field setting and program relationship is established.

		○ Field liaison reviews the learning agreement/contract twice per semester during a mid-term and final site visit. ○ Field instructor reviews the field hours tracking spreadsheet bi-weekly. ○ Field seminar instructor reviews the weekly journal assignment. • Examples of in-person contact via digital technology: ○ Telework arrangements with remote access to people, platforms, and projects ○ Telehealth ○ Phone and/or video contact or meetings with colleagues, clients, and constituents ○ Online trainings ○ Consider how technology-based field work aligns with field setting requirements for secure communications • Copy/paste relevant written policies (if applicable), typically located in the field manual. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 2.2.4 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 2.2.5: The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes how the program's field education program provides a minimum of 400 hours of field education for baccalaureate programs across all program options.	• Describe where in the curriculum students' field hours are earned.
	• In-person tasks and activities, including remote/virtual field hours are permitted (**AS 2.2.4**).
	  o Programs determine the number and type of field hours required to be completed in-person and/or remote/virtual with clients and constituents.
	  o Field placements/hours can be completed fully physically in-person, virtual, or a combination of both.
	  o There is no minimum nor maximum for number for each type.
	  o Field hours must prepare students for the appropriate practice level (i.e., generalist or specialized) and to demonstrate the social work competencies and behaviors
	• The following can be counted toward field hours if such activities enhance student social work competence:
	  o Field instruction/supervision time
	  o Field seminar synchronous class meeting time
	• If programs offer a supplemental field experience (e.g., experiential learning, exploratory, pre-field) the supplemental experience hours can only be counted toward field hours if it complies with **AS 2.2** standards.
	• Programs may select the number of field settings (e.g., organizations, agencies) at which students complete field hours.
	• There is no minimum nor maximum number of field hours required for students to practice with each system level (i.e., individuals, families, groups, organizations, and/or communities) (**AS B2.2.2**)
	  o Hours do <u>not</u> need to be distributed evenly across the system levels.
	  o Students must have opportunities to demonstrate the social work competencies and behaviors with each system level.
		• Programs design the format and frequency of field hours.
		• Examples of where in the formal curriculum design field hours are earned:
		  o Junior year and/or senior year
		  o Begin field the 1st term upon admittance
		  o Enter field the 2nd term after some generalist curriculum is completed
		  o 16 hours per week for 3 terms (i.e., concurrent field)
		  o 35 hours per week for 1 term (i.e., block field)
		  o 10 hours in-person weekly and 5 hours virtual weekly (i.e., hybrid field)
		  o Fall and spring terms only
		  o Year-round enrollment in field
		• Examples of number of field settings at which students complete field hours:
		  o Only one field setting
		  o One field setting for generalist practice and a different field setting for specialized practice
		  o A different field setting each term
		• Example of ensuring a minimum of 900 hours are earned between their accredited baccalaureate and master's social work programs:
		  o 400 BSW generalist field hours earned + 500 MSW specialized field hours earned = 900 hours total
		• Examples of the number and type of field hours earned:
		  o Baccalaureate programs:
		  ▪ 400 in-person hours = 400 hours total
		  ▪ 300 in-person hours + 100 virtual hours = 400 hours total

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Simulated practice situations cannot be counted toward the minimum number of field hours.

Simulations can supplement students' required field hours above the 400 hours.

Paid/unpaid time-off (e.g., lunch, dinner, sick time, holidays) does <u>not</u> count towards the minimum number of field hours required.

Only social work tasks may be counted, which includes, but is not limited to: field supervision, field seminar meeting time, real-time encounters with clients and constituencies through in-person and technology-supported interactions in the field setting, meetings, projects, updating client files/progress notes, and administrative tasks.
Developing a self-care plan during field seminar or supervision can count toward the minimum number of required field education hours. Participating in self-care tasks unrelated to practice with social work clients, constituents, and communities <u>cannot</u> count toward the minimum number of required field education hours.

Explicitly address each program option.

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200 in-person hours + 200 virtual hours = 400 hours total
400 virtual hours = 400 hours total

Master's programs:

900 in-person hours = 900 hours total
600 in-person hours + 300 virtual hours = 900 hours total
450 in-person hours + 450 virtual hours = 900 hours total
900 virtual hours = 900 hours total

Number and type of field hours earned may differ for each student and depend on field setting opportunities (i.e., tasks and activities).

Consider utilizing a mechanism or platform to track student field hours. Such as:

Learning agreement/contract
Tracking spreadsheet
Journal or weekly log assignment

Copy/paste relevant written policies (if applicable), typically located in the field manual.
Use subheadings to clearly address each component of the standard.

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<u>Candidate Programs</u> | AS 2.2.5 is reviewed for:

Draft at Benchmark 1
Approval at Benchmark 2
Compliance at Benchmark 3

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<td>Narrative describes how the program's field education program provides a minimum of 900 hours for master's programs across all program options.</td>
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Describe where in the curriculum students' field hours are earned.
For master's programs:

Programs determine the number of generalist field education hours and the number of specialized field education hours. The total must equate to a minimum of 900 hours.
Programs may accept students' generalist field education hours completed in their baccalaureate social work programs to ensure students do not repeat previous achievements (required per AS M3.1.1).

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	○ Programs with advanced standing (**AS M3.1.3**), must describe how a minimum of 900 hours are earned between their accredited baccalaureate and master's social work programs. • In-person tasks and activities, including remote/virtual field hours are permitted (**AS 2.2.4**). ○ Programs determine the number and type of field hours required to be completed in-person and/or remote/virtual with clients and constituents. ○ Field placements/hours can be completed fully physically in-person, virtual, or a combination of both. ○ There is no minimum nor maximum for number for each type. ○ Field hours must prepare students for the appropriate practice level (i.e., generalist or specialized) and to demonstrate the social work competencies and behaviors • The following can be counted toward field hours if such activities enhance student social work competence: ○ Field instruction/supervision time ○ Field seminar synchronous class meeting time • If programs offer a supplemental field experience (e.g., experiential learning, exploratory, pre-field) the supplemental experience hours can only be counted toward field hours if it complies with **AS 2.2** standards. • Programs may select the number of field settings (e.g., organizations, agencies) at which students complete field hours. • There is no minimum nor maximum number of field hours required for students to practice with each system level (i.e., individuals, families, groups, organizations, and/or communities) (**AS B/M2.2.2** and **AS M2.2.3**). ○ Hours do <u>not</u> need to be distributed evenly across the system levels.	

	○ Students must have opportunities to demonstrate the social work competencies and behaviors with each system level. • Simulated practice situations cannot be counted toward the minimum number of field hours. ○ Simulations can supplement students' required field hours above the 900 hours. • Explicitly address each program option.	
Accreditation Standard 2.2.6: The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative provides the program's criteria for admission into field education across all program options.	• List all criteria for admission into field education. • Explicitly state if the program elects to admit students simultaneously into both the program and field education. ○ In such cases, list the program/field admission criteria for admission into field education. • Cite the location of the criteria, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Explicitly address each program option.	• Example criteria for admission into field education: ○ Application ○ Submission of preparatory materials ○ Minimum grade point average (GPA) ○ Completion of pre-requisite courses ○ Earning a "B" or better in introductory social work course ○ Essay ○ Interview ○ Review and acknowledge adherence to professional code of ethics or codes of conduct ○ Review and acknowledge adherence to field manual ○ Completion of pre-field online learning modules • Prompts for implementing criteria: ○ When reviewing students' records, how does the program ensure all criteria are met?
Narrative explains how the program's field education program admits only those students who have met the program's specified criteria across all program options.	• Explain the process/mechanism for implementing criteria for admission into field education to ensure only qualified students enter field. • Explicitly address each program option.	

		○ Is there separate applications, forms, or documentation submitted by the student? ○ Is there a process/mechanism used to ensure all criteria are met? ○ Who reviews students' records and/or materials to ensure criteria is met? ○ Who grants admission into field? • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 2.2.6 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes how the program's field education program specifies policies, criteria, and procedures for selecting field settings across all program options.	• Copy/paste *separate* policies, criteria, and procedures for: ○ Selecting field-settings • Cite the location of the written policies, criteria, and procedures for selecting field-settings, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Programs are responsible for identifying and approving field settings. ○ Students cannot be solely responsible for locating their own field placement, yet they can assist. ▪ While students may have an active role, programs cannot place undue burden or hardship on a student, requiring them to	• *Policy:* A rule or regulation. Written/published policy available to stakeholders. Ensures continuity/consistency. • *Procedures:* Series of steps or actions. Written/published steps executed to implement the policy. • *Criteria:* Principles or standards for decision making or minimum benchmarks for evaluation. • *Selecting field settings:* Identifying, selecting, and forming an educational partnership with qualified agencies/organizations that will host social work students and provide competency-based learning. • *Placing students:* Matching students with a qualified field setting that will co-facilitate their

	self-identify a field setting without program assistance. o Programs are responsible for ensuring students have opportunities to secure a field placement(s), as field is social work education's signature pedagogy. ▪ Programs must ensure the student-identified field setting meet the program's policies, criteria, and procedures for identifying, selecting, and approving qualified field settings. ▪ Approved field settings must include opportunities for students to demonstrate the nine (9) social work competencies (and any additional competencies added by the program). ▪ Programs have discretion when determining student readiness for field placement. o If a field setting becomes unable to facilitate student learning, programs must locate an alternative qualified field setting for any affected students. • *Out-of-state and international field settings:* Programs are solely responsible for complying with all field standards (**AS 2.2**), ensuring out-of-state and international field settings meet the programs requirements, and verifying that such settings can offer competency-based field experiences. • Explicitly address each program option.	competency-based learning. The program facilitates the student and field setting forming an educational partnership. • *Out-of-state and international field settings:* o Programs are advised to confirm their scope (as defined by their institution, state-based higher education authority, and/or regional accreditor) permits placing students out-of-state or internationally. • *Focus of this standard:* Policies, criteria, and procedures for administering the field education program. o Programs design field education requirements appropriate for their students, communities, and unique context. • The accrediting body nor EPAS address the format, frequency, and duration of field instruction/supervision. Such criteria are beyond accreditation and at the discretion of the program. o Programs are advised to inquire with their state's licensing board regarding any post-degree practice implications. • Prompts for monitoring students via field instruction/supervision: o When is field instruction held? o What format (e.g., individual, group, both)? o Frequency (e.g., weekly, bi-weekly)? o Where is it held (e.g., in-person, online, hybrid)? o Duration (e.g., 30-minutes, 1-hour, 2-hours)? • Consider how the program is responsible for preparing and overseeing continuous student safety in field.
Narrative describes how the program's field education program specifies policies, criteria, and procedures for placing and	• Copy/paste *separate* policies, criteria, and procedures for: o Placing students o Monitoring students • Cite the location of the written policies, criteria, and procedures for placing and monitoring students, including:	

monitoring students across all program options.	○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Explicitly address each program option.	○ What are the field program's responsibilities? ○ What are the field personnel's (e.g., field director, liaisons) responsibilities? ○ What are field settings' responsibilities? ○ What are field instructors' responsibilities? ○ What are the students' responsibilities? • Examples for supporting student safety: ○ Develop contingency/continuity plans to prepare for times of disruption to the learning environment ○ Field setting safety training onsite ○ Providing limited liability insurance coverage ○ Addressing safety in orientation ○ Offering pre-field online training modules ○ Structured activities in field seminar or check-in (e.g., journaling, dialogue, discussion boards) ○ Review of learning agreements for task safety and suitability ○ Site visit agenda item ○ Promoting access to health facilities and/or mental health services ○ Educate students on awareness of burnout, compassion fatigue, transference and other concepts that affect a social worker's health and safety when working with clients ○ Safety risk assessment tool or checklist used by students and/or field personnel ○ Review/implement NASW guidelines for workplace safety, including discrimination and harassment ○ Process for mandated reporting and reporting criminal activity
Narrative describes how the program's field education program specifies policies, criteria, and procedures for supporting student safety across all program options.	• Copy/paste *separate* policies, criteria, and procedures for: ○ Supporting student safety • Cite the location of the written policies, criteria, and procedures for supporting student safety, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Explicitly address each program option.	
Narrative describes how the program's field education program specifies policies, criteria, and procedures for evaluating student learning and field setting effectiveness congruent with the social work competencies, including any additional competencies added by the program across all program options.	• Copy/paste *separate* policies, criteria, and procedures for: ○ Evaluating student learning congruent with the social work competencies ○ Evaluating field-setting effectiveness congruent with the social work competencies • Cite the location of the written policies, criteria, and procedures for evaluating student learning and field setting effectiveness, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Evaluating field-setting effectiveness refers to evaluating the field-setting <u>not</u> the student. • Explicitly address each program option in response to each standard.	

		○ Transporting clients and conducting home visits ○ Managing human crises and natural or manmade disasters • Prompts criteria for supporting student safety: ○ What signifies student safety in field settings? What signifies an unsafe field setting? ○ What protections are designed to maintain quality field settings? ○ How does the program prioritize safety in field settings? ○ What expectation are placed on partner field settings to uphold to ensure safety in the learning environment? • Prompts for develop contingency/continuity plans to prepare for times of disruption to the learning environment: ○ It is ultimately the program's responsibility, in conjunction with their host institution, to make decisions and accommodations considering risk management, safety, and the quality educational experience of students, including field placements ○ Consult with legal, public health officials, healthcare providers, other educational programs, state-based social work licensing boards, state higher education authorities, and regional accreditors to ensure the minimum educational requirements are maintained and any necessary notifications are sent to the appropriate parties • Prompts for evaluating field setting effectiveness: ○ How is it ensured that field settings can provide students with safe, meaningful,

		and quality competency-based learning experiences?
		• Examples of evaluating field setting effectiveness:
		  ○ Survey or focus group (e.g., in field seminar) for students to provide feedback on the field setting, tasks, options for practicing the competencies, and field instruction
		  ○ Field personnel (e.g., field director, liaisons) collect feedback during their site visits, in field seminar, or through scheduled interviews/check-ins with students
		  ○ Field director conducts an annual survey or site visit to review and renew the field setting and field instructors' ability to provide competency-based learning
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 2.2.7 is reviewed for:*
		• Draft at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

Accreditation Standard 2.2.8: The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes how the program's field education program maintains contact with field settings across all program options.	• Describe how contact is maintained between the program and field settings. • Explicitly address each program option.	• Prompts for maintaining contact with field settings: ○ Who is responsible for maintaining contact (e.g., field director, liaisons)?

Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options.	• State if onsite visits, remote/virtual methods, or both are used. ○ If onsite contact is not possible, specify for which student populations (e.g., online, study abroad, beyond a defined location-based perimeter). Explain how remote/virtual methods are used in lieu. • Explicitly address each program option.	○ Which methods (e.g., site visits, videoconferencing, phone, email, centralized resource repository, course on learning management system (LMS), training, orientation) are used? ○ Which platforms are used? ○ Frequency (e.g., monthly, twice per semester, once per field course)? • Prompts for onsite contact or other methods (i.e., virtual/remote) to monitor student learning and field setting effectiveness: ○ Are site visits, remote/virtual methods, or both used? ○ Who is responsible for conducting the site visits or virtual meetings (e.g., field director, liaisons)? ○ Frequency (e.g., twice per semester, once per field course)? ○ Where is it held (e.g., in-person, online, hybrid)? ○ Duration (e.g., 1-hour, 2-hours)? • Programs determine the format, frequency, and duration of site visits or virtual meetings between the program and field setting. • Copy/paste relevant written policies (if applicable), typically located in the field manual. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 2.2.8 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard B2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors		

for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes how the program's field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.	• Programs are responsible for identifying qualified field instructors or alternative field instructors.
	  ○ Students cannot be solely responsible for locating their own field instructor, yet they can assist.
	  ▪ While students may have an active role, programs cannot place undue burden or hardship on a student, requiring them to self-identify a field instructor without program assistance.
	  ○ Programs are ultimately responsible for ensuring a qualified field instructor as field is social work education's signature pedagogy.
	  ▪ Programs must ensure the student-identified instructor meets the program's policies, criteria, and procedures for selecting qualified field instructors.
	  ○ If a field instructor becomes unable to facilitate student learning, programs must locate an alternative qualified field instructor for any affected students.
	• List all required field instructor qualifications, including:
	  ○ Credentials
	  ○ Practice experience
	• Describe how required field instructor qualifications are reviewed, including:
	  ○ Process
	  ○ People involved
	• Cite the location of the written baccalaureate-level field instructor qualifications, including:
		• **Post–social work degree practice experience** is:
		  ○ The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
		  ○ Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
		  ○ Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise (pg. 22 of the EPAS).
		  ○ It does not include academic appointments.
		• Consider listing any preferred qualifications.
		• The accrediting body nor EPAS address licensing of field instructors. Such qualifications are beyond accreditation and at the discretion of the program.
		• The accrediting body nor EPAS address the format, frequency, and duration of field

	○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • If programs offer supplemental experience, yet do not label it field education (e.g., experiential learning, exploratory, pre-field) or it is separate from the formal field education program described in response to **AS 2.2**, the supplemental experience does not need to comply with **AS B/M2.2.9**. • Explicitly address each program option.	instruction/supervision. Such criteria are beyond accreditation and at the discretion of the program. ○ Programs are advised to inquire with their state's licensing board regarding any post-degree practice implications. • Examples for ensuring field instructors have the required qualifications: ○ Collecting curriculum vitae (CVs) or resumes during the affiliation agreement process ○ Requiring completion of a form during the initial field setting visit to vet field setting suitability ○ Collecting and reviewing documentation, then storing information in database or personnel files • Examples of extenuating circumstances that may occur, initiating alternative field instruction and the reinforcement process/mechanism: ○ Quality field settings are identified, yet no qualified field instructors are employed onsite ○ Planned or unplanned leaves of absence or departures of field instructors • Prompts for who provides alternative field instruction via the reinforcement process/mechanism: ○ Is a task supervisor onsite for daily student support? ○ Does a qualified individual at the institution or program (e.g., faculty, field liaison, field seminar instructor) provide alternative field instruction?
Narrative demonstrates that field instructors for baccalaureate students across all program options hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work.	• State that baccalaureate-level field instructors hold the required qualifications: ○ A baccalaureate or master's degree from a CSWE-accredited program ○ 2-years post-social work degree practice experience in social work • Baccalaureate-level field instructors must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree; and 2-years post-social work degree practice experience in social work. • Explicitly address each program option.	
Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options.	• Explain the process/mechanism for providing alternative field instruction/supervision (i.e., reinforcing the social work perspective) for students without a qualified field instructor at their field setting. ○ It is insufficient to only provide a declarative statement that reinforcement occurs with an alternative field instructor. ○ A process/mechanism is required even if only qualified field instructors are selected for field instruction, as extenuating circumstances may occur. • The alternative field instructor must have the required field instructor qualifications.	

	• Reinforcement must occur directly with the student and not with the field instructor (e.g., providing additional training or supervision to an unqualified field instructor).
	• Field seminar cannot be used to reinforce the social work perspective.
	  ○ Students without a qualified field instructor at their field setting must receive field instruction *above and beyond* what all students receive in field seminar.
	  ○ Alternatively, field seminar instructors can add additional field instruction time to the end of seminar classes to provide supervision for students without a qualified field instructor at their field setting.
	• Explicitly address each program option.
		○ Does a qualified individual in the community (e.g., another field instructor, community practitioner, local alumni) provide alternative field instruction?
		• Prompts for how the reinforcement process/mechanism is conducted:
		  ○ When is alternative field instruction held?
		  ○ What format (e.g., individual, group, both)?
		  ○ Frequency (e.g., weekly, bi-weekly)?
		  ○ Where is it held (e.g., in-person, online, hybrid, after field seminar)?
		  ○ Duration (e.g., 30-minutes, 1-hour, 2-hours)?
		• Consider designing the reinforcement process/mechanism similar to what all students receive at their field setting.
		• Copy/paste relevant written policies (if applicable), typically located in the field manual.
		• *Note for **AS 4.0.1**:* The alternative field instructor (i.e., reinforcing the social work perspective), per **AS B/M2.2.9**, must assess or be jointly involved in the assessment of student competence.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS B2.2.9 is reviewed for:*
		• Draft at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

Narrative describes how the social work perspective is reinforced across all program options.	• Describe how alternative field instruction/supervision and reinforcement is provided via the following:
	  ○ Qualified social workers
	  ○ Format
	  ○ Frequency
	  ○ Duration
	• Explicitly address each program option.	

Accreditation Standard M2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice		

experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes how the program's field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.	• Programs are responsible for identifying qualified field instructors or alternative field instructors.
	  ○ Students cannot be solely responsible for locating their own field instructor, yet they can assist.
	  ▪ While students may have an active role, programs cannot place undue burden or hardship on a student, requiring them to self-identify a field instructor without program assistance.
	  ○ Programs are ultimately responsible for ensuring a qualified field instructor as field is social work education's signature pedagogy.
	  ▪ Programs must ensure the student-identified instructor meets the program's policies, criteria, and procedures for selecting qualified field instructors.
	  ○ If a field instructor becomes unable to facilitate student learning, programs must locate an alternative qualified field instructor for any affected students.
	• List all required field instructor qualifications, including:
	  ○ Credentials
	  ○ Practice experience
	• Describe how required field instructor qualifications are reviewed, including:
	  ○ Process
	  ○ People involved
	• Cite the location of the written master's-level field instructor qualifications, including:
	  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
		• **Post–social work degree practice experience** is:
		  ○ The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
		  ○ Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
		  ○ Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise. (pg. 22 of the EPAS)
		  ○ It does not include academic appointments.
		• Consider listing any preferred qualifications.
		• The accrediting body nor EPAS address licensing of field instructors. Such qualifications are beyond accreditation and at the discretion of the program.
		• The accrediting body nor EPAS address the format, frequency, and duration of field instruction/supervision. Such criteria are beyond accreditation and at the discretion of the program.

	○ Page numbers (if applicable) • If programs offer supplemental experience, yet do not label it field education (e.g., experiential learning, exploratory, pre-field) or it is separate from the formal field education program described in response to **AS 2.2**, the supplemental experience does not need to comply with **AS B/M2.2.9.** • Explicitly address each program option.	○ Programs are advised to inquire with their state's licensing board regarding any post-degree practice implications. • Examples for ensuring field instructors have the required qualifications: ○ Collecting curriculum vitae (CVs) or resumes during the affiliation agreement process ○ Requiring completion of a form during the initial field setting visit to vet field setting suitability ○ Collecting and reviewing documentation, then storing information in database or personnel files • Examples of extenuating circumstances that may occur, initiating alternative field instruction and the reinforcement process/mechanism: ○ Quality field settings are identified, yet no qualified field instructors are employed onsite ○ Planned or unplanned leaves of absence or departures of field instructors • Prompts for who provides alternative field instruction via the reinforcement process/mechanism: ○ Is a task supervisor onsite for daily student support? ○ Does a qualified individual at the institution or program (e.g., faculty, field liaison, field seminar instructor) provide alternative field instruction? ○ Does a qualified individual in the community (e.g., another field instructor, community practitioner,
Narrative demonstrates that field instructors for master's students across all program options hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work degree practice experience in social work.	• State that master's-level field instructors hold the required qualifications: ○ A master's degree from a CSWE-accredited program ○ 2-years post-master's social work degree practice experience in social work • Master's-level field instructors must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree; and 2-years post-master's social work degree practice experience in social work. • Explicitly address each program option.	
Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited master's social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options.	• Explain the process/mechanism for providing alternative field instruction/supervision (i.e., reinforcing the social work perspective) for students without a qualified field instructor at their field setting. ○ It is insufficient to only provide a declarative statement that reinforcement occurs with an alternative field instructor. ○ A process/mechanism is required even if only qualified field instructors are selected for field instruction, as extenuating circumstances may occur. • The alternative field instructor must have the required field instructor qualifications. • Reinforcement must occur directly with the student and not with the field instructor (e.g., providing additional training or supervision to an unqualified field instructor).	

	• Field seminar <u>cannot</u> be used to reinforce the social work perspective.
	  ○ Students without a qualified field instructor at their field setting must receive field instruction *above and beyond* what all students receive in field seminar.
	  ○ Alternatively, field seminar instructors can add additional field instruction time to the end of seminar classes to provide supervision for students without a qualified field instructor at their field setting.
	• Explicitly address each program option.
		local alumni) provide alternative field instruction?
		• Prompts for how the reinforcement process/mechanism is conducted:
		  ○ When is alternative field instruction held?
		  ○ What format (e.g., individual, group, both)?
		  ○ Frequency (e.g., weekly, bi-weekly)?
		  ○ Where is it held (e.g., in-person, online, hybrid, after field seminar)?
		  ○ Duration (e.g., 30-minutes, 1-hour, 2-hours)?
		• Consider designing the reinforcement process/mechanism similar to what all students receive at their field setting.
		• Copy/paste relevant written policies (if applicable), typically located in the field manual.
		• *Note for **AS 4.0.1**:* The alternative field instructor (i.e., reinforcing the social work perspective), per **AS B/M2.2.9**, must assess or be jointly involved in the assessment of student competence.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS M2.2.9 is reviewed for:*
		• Draft at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

Narrative describes how the social work perspective is reinforced in such cases across all program options.	• Describe how alternative field instruction/supervision and reinforcement is provided via the following:
	  ○ Qualified social workers
	  ○ Format
	  ○ Frequency
	  ○ Duration
	• Explicitly address each program option.	

Accreditation Standard 2.2.10: The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes how the program's field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors across all program options.	• Describe field instructor orientation.
	• Describe field instructor training.
	  ○ Explicitly state if the program elects to combine orientation and field instruction training.
	• Describe methods for facilitating ongoing contact between the program and field instructors/settings.
	• Explicitly address each program option.
		• *Focus of this standard:* Relationship between the program and the field instructor/settings.
		  ○ Do <u>not</u> discuss student field orientation, training, or continuing dialog.
		• Prompts for field instructor orientation and/or training:
		  ○ When is it held?
		  ○ Frequency of orientation (e.g., annually, each semester)?
		  ○ Where is it held (e.g., in-person, online, hybrid)?
		  ○ Is the design synchronous, asynchronous, or both?
		  ○ Is it recorded and shared?
		  ○ Who facilitates?
		  ○ Who is invited (new field instructors, returning for an annual refresher or recertification, or both?
		  ○ Is attendance required?
		  ○ What alternative formats/arrangements are made if field instructors are unable to attend?
		• Prompts for continuing dialog:
		  ○ Site visits
		  ○ Email, phone, and/or videoconferencing contact
		  ○ Annual orientation and/or training sessions
		  ○ Communication via a learning management system
		• Copy/paste relevant written policies (if applicable), typically located in the field manual.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 2.2.10 is reviewed for:*

		• Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 2.2.11: The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes how the field education program develops policies regarding field placements in an organization in which the student is also employed across all program options.	• Copy/paste policies for managing field placements in settings in which the student is also employed.
	• Cite the location of the written policies, including:
	  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	  ○ Page numbers (if applicable)
	• Each program has the autonomy to develop its own policies.
	  ○ Programs may elect to permit students to complete field requirements at their place of employment.
	• Explicitly address each program option.
		• **REQUIRED ENCLOSURE:** Submit the Field Manual in Volume 3 for self-study/benchmark documents.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 2.2.11 is reviewed for:*
		
		• Draft at Benchmark 1 (Including Field Manual in Volume 3)
		• Approval at Benchmark 2 (Including Field Manual in Volume 3)
		• Compliance at Benchmark 3 (Including Field Manual in Volume 3)

Narrative describes how assignments and field education supervision are not the same as those of the student's employment across all program options.	• The following interpretations are options, not requirements:
	  ○ Student field assignments and employment tasks can be the same and counted toward required field hours if the tasks have clear links to the following:
	  ▪ The nine social work competencies
	  ▪ Any competencies added by the program
	  ▪ Behaviors related to each competency
	  ▪ The appropriate level of practice (generalist or specialized)
	  ○ The field instructor and employment supervisor of a student may be the same person.
	  ▪ In such cases, supervision time for field education learning must be separate from supervision time for employment.	

	○ Paid field placements in any form (e.g., salary, stipend) are permitted. ▪ Payment may include both field and/employment hours. • Explicitly address each program option.	

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

Accreditation Standard 3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative describes the specific and continuous efforts the program makes to provide a learning environment that models affirmation and respect for	• Identify two (2) or more program-level, diversity-related, implicit curriculum efforts.
	  ○ Describe efforts that prioritize and maximize attention to diversity throughout the broader learning environment (implicit curriculum).
		• **Implicit curriculum** refers to the learning environment in which the explicit curriculum is presented.
		  ○ It is composed of the following elements:
		  ▪ the program's commitment to diversity;

diversity and difference across all program options.	○ Do <u>not</u> discuss diversity-related explicit curriculum efforts in the classroom and field settings (e.g., courses, course content/materials, field, syllabi). • The efforts must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level. ○ If collaborations with the institution and/or other departments are discussed, then identify the social work program's active role in those efforts. • While this response may be supported by demographic data and statistical diversity of faculty, administrators, staff, and students, the narrative must expand beyond this. • Explicitly address each program option.	▪ admissions policies and procedures; ▪ advisement, retention, and termination policies; ▪ student participation in governance; ▪ faculty; ▪ administrative structure; and ▪ resources. ○ The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. ○ The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. ○ The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. ○ Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program (pg. 14 of the EPAS). • *Focus of this standard:* What intentional efforts are made throughout program operations, outside of the formal curriculum design and delivery (classroom and field settings), to provide and an affirming and respectful learning environment. ○ Consider demonstrating that diversity is a high priority. ○ Consider the scope and depth of the efforts described.

		○ Consider describing the major diversity-related contextual features unique to the program's location or delivery method. • Per **EP 3.0**, *"The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body."* • Examples of specific and continuous efforts: ○ Extracurricular programs and events ○ Conferences and speaker series ○ Diversity initiatives and culture/climate work ○ Student organization projects ○ Scholarship programs ○ Community partnerships • The diversity standards (**AS 3.0.1, AS 3.0.2,** and **AS 3.0.3**) are interconnected. Consider using a *What, So What, and Now What?* Model to address each. ○ **AS 3.0.1** identifies what efforts the program is currently employing to prioritize diversity in the implicit curriculum (*What?*) ○ **AS 3.0.2** identifies the impact of those diversity implicit curriculum efforts on the learning environment (*So What?)* ○ **AS 3.0.3** identifies what the program plans do in the near future to continue to prioritize diversity efforts in the implicit curriculum (*Now What?*). • Consider describing how each effort affirms and respects the dimensions of diversity and their intersectionality identified in **EP 3.0**.

		○ It is not required to discuss every dimension of diversity. • Copy/paste relevant written policies regarding implicit curriculum efforts made to provide and an affirming and respectful learning environment. • *Cascade effect:* When **AS 3.0.1** is cited by the BOA, **AS 3.0.2** is frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.0.1 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative explains how these efforts provide a supportive and inclusive learning environment across all program options.	• Explain how each program-level diversity-related implicit curriculum effort, described in response to **AS 3.0.1**, provides a supportive and inclusive learning environment. ○ Describe the impact of the implicit efforts, described in response to **AS 3.0.1**, outside of the formal curriculum design and delivery (classroom and field settings) that prioritize and maximize attention to diversity throughout the broader learning environment. ○ Do not discuss the impact of diversity-related explicit curriculum efforts in the classroom and field settings (e.g., courses, course content/materials, field, syllabi).	• **Implicit curriculum** refers to the learning environment in which the explicit curriculum is presented. ○ It is composed of the following elements: ▪ the program's commitment to diversity; ▪ admissions policies and procedures; ▪ advisement, retention, and termination policies; ▪ student participation in governance; ▪ faculty; ▪ administrative structure; and ▪ resources.

	• While this response may be supported by demographic data and statistical diversity of faculty, administrators, staff, and students, the narrative must expand beyond this.
	• The efforts and impact explanation must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.
	  ○ If collaborations with the institution and/or other departments are discussed, then identify the social work program's active role in those efforts.
	• Explicitly address each program option.
		○ The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources.
		○ The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development.
		○ The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates.
		○ Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program (pg. 14 of the EPAS).
		• *Focus of this standard:* How diversity-related efforts described in response to **AS 3.0.1,** provide a supportive and inclusive learning environment.
		  ○ Consider demonstrating that diversity is a high priority.
		• Prompts for describing the impact of the diversity-related efforts (**AS 3.0.1**) on the learning environment:
		  ○ What does the learning environment look like because of the efforts discussed in response to **AS 3.0.1**?
		  ○ What is the impact of each effort?
		  ○ Describe the setting/culture because of each effort.

		• The diversity standards (**AS 3.0.1, AS 3.0.2,** and **AS 3.0.3**) are interconnected. Consider using a *What, So What, and Now What?* Model to address each.
		  ○ **AS 3.0.1** identifies what efforts the program is currently employing to prioritize diversity in the implicit curriculum (*What?*)
		  ○ **AS 3.0.2** identifies the impact of those diversity implicit curriculum efforts on the learning environment (*So What?)*
		  ○ **AS 3.0.3** identifies what the program plans do in the near future to continue to prioritize diversity efforts in the implicit curriculum (*Now What?*).
		• Consider describing the impact of each effort on the dimensions of diversity and their intersectionality identified in **EP 3.0**.
		  ○ It is not required to discuss every dimension of diversity.
		• Copy/paste relevant written policies regarding how the diversity-related efforts described in response to **AS 3.0.1**, provide a supportive and inclusive learning environment (if applicable).
		• *Cascade effect:* When **AS 3.0.2** is cited by the BOA, **AS 3.0.1** is frequently cited due to the integration of these standards.
		• Use subheadings to clearly address each component of the standard.
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		Candidate Programs | *AS 3.0.2 is reviewed for:*
		• Draft at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

Accreditation Standard 3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.		

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options.	• Identify two (2) or more new and specific plans to improve program-level diversity-related implicit curriculum efforts.
	  ○ Describe the new and specific plans the program has to enhance diversity-related efforts outside of the formal curriculum design and delivery (classroom and field settings) that prioritize and maximize attention to diversity throughout the broader learning environment (implicit curriculum).
	  ○ Do not discuss new and specific plans for diversity-related explicit curriculum efforts in the classroom and field settings (e.g., courses, course content/materials, field, syllabi).
	• Plans must reflect new plans in the near future.
	  ○ Do not describe current or continuing efforts only.
	• While this response may be supported by demographic data and statistical diversity of faculty, administrators, staff, and students, the narrative must expand beyond this.
	• The plans must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.
	  ○ If collaborations with the institution and/or other departments are discussed, then identify the social work program's active role in those efforts.
	• Explicitly address each program option.
		• **Implicit curriculum** refers to the learning environment in which the explicit curriculum is presented.
		  ○ It is composed of the following elements:
		  ▪ the program's commitment to diversity;
		  ▪ admissions policies and procedures;
		  ▪ advisement, retention, and termination policies;
		  ▪ student participation in governance;
		  ▪ faculty;
		  ▪ administrative structure; and
		  ▪ resources.
		  ○ The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources.
		  ○ The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development.
		  ○ The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates.
		  ○ Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program (pg. 14 of the EPAS).

		• *Focus of this standard:* Program's plans to continually improve diversity-related implicit curriculum efforts.
		  ○ Consider demonstrating that diversity is a high priority.
		  ○ Consider the scope and depth of the plans described.
		• The diversity standards (**AS 3.0.1, AS 3.0.2,** and **AS 3.0.3**) are interconnected. Consider using a *What, So What, and Now What?* Model to address each.
		  ○ **AS 3.0.1** identifies what efforts the program is currently employing to prioritize diversity in the implicit curriculum (*What?*)
		  ○ **AS 3.0.2** identifies the impact of those diversity implicit curriculum efforts on the learning environment (*So What?)*
		  ○ **AS 3.0.3** identifies what the program plans do in the near future to continue to prioritize diversity efforts in the implicit curriculum (*Now What?*).
		• Consider describing the impact of each plan on the dimensions of diversity and their intersectionality identified in **EP 3.0**.
		• Copy/paste relevant written policies regarding plans to continually improve diversity-related implicit curriculum efforts (if applicable).
		• Use subheadings to clearly address each component of the standard.
		--- 	
		Candidate Programs | *AS 3.0.3 is reviewed for:*
		• Draft at Benchmark 1 & 2
		• Compliance at Benchmark 3

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

Accreditation Standard B3.1.1: The program identifies the criteria it uses for admission to the social work program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative identifies the criteria the program uses for admission to the social work program across all program options.	• List all admission criteria, including:
	  ○ Standard admittance
	  ○ Transfer admittance
	• Explicitly state if the program elects to admit students simultaneously into both the institution and program.
	• *International students:* Programs may admit international students *as long as* the program follows their institution's, state-based higher education authority's, and/or regional accreditor's policies and procedures for admitting international students.
	• Explicitly address each program option.
		• Copy/paste relevant written policies for admission criteria (if applicable).
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS B3.1.1 is reviewed for:*
		• Approval at Benchmark 1
		• Compliance at Benchmark 3

Accreditation Standard M3.1.1: The program identifies the criteria it uses for admission to the social work program. 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 association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative identifies the criteria the program uses for admission to the social work program across all program options.	• List all admission criteria, including:
	  ○ Standard admittance
	  ○ Transfer admittance
	• Explicitly state if the program elects to admit students simultaneously into both the institution and program.
	• Explicitly address each program option.
		• Copy/paste relevant written policies (if applicable) for:
		  ○ Admission criteria
		  ○ Applicants holding baccalaureate social work degrees not repeating undergraduate/generalist achievements
		• Prompts for ensuring no repetition of achievements:
		  ○ When reviewing baccalaureate social work graduates' applications, how does the program avoid repetition?
		  ○ Is there separate forms or documentation submitted by the applicant?
		  ○ Is there a mechanism used to ensure there is not repetition?
		• Examples of ensuring no repetition of achievements:
		  ○ Minimum grade point average (GPA)
		  ○ Earning a "B" or better in a social work course
		  ○ Review of transcripts or comparability
		  ○ Passing a placement or equivalency exam
		  ○ Qualifying for advanced standing status
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS M3.1.1 is reviewed for:*
		• Approval at Benchmark 1
		• Compliance at Benchmark 3

Narrative demonstrates the criteria for admission to the master's program include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association across all program options.	• State that admission criteria include only applicants with an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. • *International students:* Programs may admit international students *as long as* the program follows their institution's, state-based higher education authority's, and/or regional accreditor's policies and procedures for admitting international students. • Explicitly address each program option.	

Narrative demonstrates that baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs across all program options.	• Identify the process/mechanism for ensuring applicants holding baccalaureate social work degrees do not repeat undergraduate/generalist achievements.
	  ○ Lack of a process/mechanism is not acceptable.
	  ○ "Achievement" is a relative term defined by the program.
	• Programs can identify granting advanced standing status as their process/mechanism.
	  ○ In such cases, programs may elect to implement a secondary process/mechanism for applicants that do not qualify for advanced standing status, to reduce repetition of prior achievements.
	• Programs have discretion to include or exclude the following students in their process/mechanism:	

	○ Graduates from unaccredited baccalaureate social work programs ○ CSWE-accredited baccalaureate social work degree ○ International graduates without a CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE) ○ International graduates without an internationally earned ISWDRES-evaluated degree comparable to a baccalaureate social work • Explicitly address each program option.	
Accreditation Standard 3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes the policies and procedures for evaluating admission applications across all program options.	• Copy/paste relevant written policies and procedures for evaluating admission applications. • Cite the location of the written policies and procedures, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Explicitly state if the program elects to adopt the institution's admission application evaluation policies and procedures. • Explicitly address each program option.	• Consider explaining how any dispositional or character-based criteria (e.g., personal essays, interviews, professional maturity/behaviors) are evaluated. • Prompts for notifying applicants of admission decisions: ○ Which method or medium is used? Email? Phone? A letter in the post? ○ Does the method or medium differ for each admission decision type? • Use subheadings to clearly address each component of the standard.
Narrative describes the policies and procedures for notifying applicants of the admission decision across all program options.	• Copy/paste relevant written policies and procedures for notifying applicants of all admission decisions, which may include: ○ Accept ○ Contingent/Conditional ○ Deny	**Candidate Programs**	*AS 3.1.2 is reviewed for:* • Approval at Benchmark 1

	○ Waitlist • Cite the location of the written policies and procedures, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Explicitly state if the program elects to adopt the institution's admission notification policies and procedures. • Explicitly address each program option.	• Compliance at Benchmark 3
Narrative describes the policies and procedures for notifying applicants of any contingent conditions associated with admission across all program options.	• Copy/paste relevant written policies and procedures for notifying applicants of any contingent conditions associated with admission. • Cite the location of the written policies and procedures, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Explicitly state if the program elects to adopt the institution's admission notification with any contingent conditions policies and procedures. • Explicitly address each program option.	
Accreditation Standard M3.1.3: The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services***, or covered under a memorandum of understanding with international social work accreditors.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes the policies and procedures used for awarding advanced standing across all program options.	• Copy/paste relevant written policies and procedures for awarding advanced standing. ○ If the program does not offer advanced standing, the policies and procedures must state this explicitly. • Cite the location of the written policies and procedures, including:	• ***This and all references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or covered under a memorandum of understanding with international social work accreditors. CSWE

	○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Programs are not permitted to offer advanced standing only programs. ○ Master's social work programs must meet accreditation standards for both generalist and specialized practice. ○ If the program offers its full generalist and specialized curriculum at one program option; additional program options can be advanced standing only. • Programs can offer full-time and/or part-time plans of study to advanced standing students. • Explicitly address each program option.	currently has one memorandum of understanding (MOU) with the social work accreditor in Canada (CASWE). • Example of awarding advanced standing: ○ Waiving the generalist curriculum and enrolling in the specialized curriculum immediately upon admission. • Master's programs may elect to contingently grant advanced standing status to students that graduated from a baccalaureate social work program in candidacy *as long as* the program receives initial accreditation while the student in enrolled in the master's program. ○ In such cases, students cannot be fully awarded advanced standing status until they document that their baccalaureate program was granted initial accreditation and that accredited status retroactively covers their degree. ○ This affects students graduating close to/immediately before the baccalaureate program's initial accreditation date. ○ Candidate Programs are encouraged to graduate their first cohort as close to their initial accreditation date as possible. ○ Each master's program has the autonomy to select and implement their own admissions and advanced standing policies and procedures. • Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS M3.1.3 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
Narrative indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors across all program options.	• State that advanced standing is awarded only to those with a(n): ○ CSWE-accredited baccalaureate social work degree ○ CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE) ○ Internationally earned ISWDRES-evaluated degree comparable to a baccalaureate social work • Explicitly address each program option.	

Accreditation Standard 3.1.4: The program describes its policies and procedures concerning the transfer of credits.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes the program's policies and procedures concerning the transfer of credits across all program options.	• Programs develop their own transfer credit policies and procedures.
	• Copy/paste relevant written policies and procedures for transfer of credits.
	• Cite the location of each written policy and procedures, including:
	  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	  ○ Page numbers (if applicable)
	• Include procedures for reviewing transcripts and/or other materials to determine course equivalency.
	• Explicitly state if the program elects to adopt the institution's transfer credit policies and procedures.
	• Programs may only accept field education and practice course transfer credits from other CSWE-accredited (including ISWDRES-equivalent) or candidate social work programs.
	  ○ Transfer credit policies and procedures do not need to explicitly state this; yet documentation cannot oppose/violate this interpretation.
	  ○ If the program accepts field education and practice course transfer credits from programs <u>not</u> accredited by CSWE, explain how the program assesses course equivalency to comply with all **AS 2.2** (field education) standards and **AS 3.2.2** (practice course instructor qualifications).
	• Programs decide whether they accept (or do not accept) required and/or elective non-practice course transfer credits.
		• **Transfer of credits** is the process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits (pg. 22 of the EPAS).
		• *Focus of this standard:* Transfer credit policies and procedures for social work courses <u>not</u> general education courses.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.1.4 is reviewed for:*
		• Approval at Benchmark 1
		• Compliance at Benchmark 3

<table>
<tr><td></td><td>• Explicitly address each program option.</td><td></td></tr>
<tr><td colspan="3">Accreditation Standard 3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.</td></tr>
<tr><td>COMPLIANCE STATEMENT</td><td>BOA INTERPRETATIONS & WRITING CHECKLIST</td><td>TIPS</td></tr>
<tr><td>Narrative submits the program’s written policy indicating that it does not grant social work course credit for life experience or previous work experience across all program options.</td><td>• Copy/paste the relevant written policy explicitly stating that the social work program does not grant social work course credit for life experience or previous work experience.
• Cite the location of each written policy, including:
  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
  ○ Page numbers (if applicable)
• Explicitly address each program option.</td><td rowspan="2">• Course credit: Hours granted by the institution and social work program.
  ○ Course credit does <u>not</u> refer to specific elements, activities, or assignments within an individual course.
• Examples of ways in which students are informed of written policies and procedures:
  ○ Prospective student materials
  ○ Admission packet
  ○ Syllabi
  ○ Learning management system
  ○ Orientations
  ○ Advising sessions
  ○ Webinars/online modules
  ○ Newsletters or other communications
  ○ Websites
• Use subheadings to clearly address each component of the standard.

Candidate Programs | AS 3.1.5 is reviewed for:
• Approval at Benchmark 1
• Compliance at Benchmark 3</td></tr>
<tr><td>Narrative documents how the program informs applicants and other constituents of this policy across all program options.</td><td>• Cite the location of each written policy and procedures, including:
  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
  ○ Page numbers (if applicable)
• State the way(s) in which students are informed of this written policy.
• Explicitly address each program option.</td></tr>
<tr><td colspan="3">Advisement, Retention, and Termination</td></tr>
<tr><td colspan="3">Accreditation Standard 3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.</td></tr>
</table>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative describes the program's academic and professional advising policies and procedures across all program options.	• Copy/paste relevant written policies and procedures for academic advising.
	• Specify who provides academic advising.
	  ○ Academic advising can be provided by:
	  ▪ Social work program personnel
	  ▪ Centralized department in the broader institution
	  ▪ Other institutional personnel
	• Copy/paste relevant written policies and procedures for professional advising.
	  ○ Absence of professional advising policies and procedures is insufficient.
	  ○ Professional advising focuses upon post-graduation preparation for entry into the profession.
	  ○ Professional advising may be informally structured and/or student initiated.
	  ○ Professional advising includes field education supports.
	  ○ Expand beyond field education as students must be expected demonstrate professionalism in all educational spaces (e.g., classrooms, committees, student organizations, extracurricular activities).
	• Describe academic and professional advising services separately.
	• Cite the location of each written policy and procedure for both academic and professional advising, including:
	  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	  ○ Page numbers (if applicable)
	• Explicitly address each program option.
		• Examples of professional advising:
		  ○ Career counseling services
		  ○ Career development guidance
		  ○ Professional coaching
		  ○ Field education supports
		  ○ Licensing prep
		  ○ Interviewing tips
		  ○ Career materials prep (e.g., resumes, portfolios, or cultivating online professional presence such as a LinkedIn profile)
		  ○ Facilitate networking or connecting students to informational interviews
		  ○ Provide guidance to prepare research, publications, or presentations at professional conferences
		  ○ Give feedback and direction to prepare a final product (e.g., thesis, dissertation)
		  ○ Offer professional development resources
		  ○ Employment placement assistance
		• Examples of advising services formats:
		  ○ Faculty-initiated (e.g., scheduled once per term)
		  ○ Student-initiated (i.e., upon request)
		  ○ Open office hours
		  ○ Integrative seminars
		  ○ Field seminars
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.1.6 is reviewed for:*
		• Draft at Benchmark 1

Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options.	• Specify which social work program personnel (i.e., faculty, staff, or both) provide professional advising. • Explicitly address each program option.	• Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative submits the program's policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures, across all program options.	• Copy/paste relevant written policies and procedures for each of the following:
	  ○ Evaluating student's academic performance
	  ○ Evaluating student's professional performance
	  ○ Student grievance related to academic performance
	  ○ Student grievance related to professional performance
	• Cite the location of each written policy and procedure, including:
	  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	  ○ Page numbers (if applicable)
	• Regarding evaluating academic performance:
	  ○ Institutions and programs define their own grading scales.
	  ○ Other regulatory bodies (i.e., state-based higher education authority and/or regional accreditor) may provide additional guidance on grading scales.
	• Regarding evaluating professional performance:
	  ○ Include field education
	  ○ Expand beyond field education as students must be expected demonstrate
		• *Policy:* A rule or regulation. Written/published policy available to stakeholders. Ensures continuity/consistency.
		• *Procedures:* Series of steps or actions. Written/published steps executed to implement the policy.
		• *Criteria:* Principles or standards for decision making or minimum benchmarks for evaluation.
		• Consider listing the criteria used to determine whether students are progressing academically.
		• Examples of academic performance criteria:
		  ○ Grading scales
		  ○ Scores on key learning, core, or signature assignments
		  ○ Minimum acceptable grades to progress through pre-requisites and required courses
		• Consider listing the criteria used to determine whether students are progressing and performing professionally as they prepare to enter the social work profession.
		• Examples of professional performance criteria:
		  ○ Adhering to an educational or professional code of conduct
		  ○ Employing the NASW Code of Ethics

	professionalism in all educational spaces (e.g., classrooms, committees, student organizations, extracurricular activities). • Explicitly address each program option.	○ Upholding behavioral expectations • Examples of ways in which students are informed of written policies and procedures: ○ Prospective student materials ○ Admission packet ○ Syllabi ○ Learning management system ○ Orientations ○ Advising sessions ○ Webinars/online modules ○ Newsletters or other communications ○ Websites • Use subheadings to clearly address each component of the standard.
Narrative describes how the program informs students of the program's criteria for evaluating their academic and professional performance and its policies and procedures for grievance across all program options.	• State the way(s) in which students are informed of these written policies and procedures for each of the following: ○ Evaluating student's academic performance ○ Evaluating student's professional performance ○ Student grievance related to academic performance ○ Student grievance related to professional performance • Cite the location of each written policy and procedures, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Explicitly address each program option.	**Candidate Programs**	*AS 3.1.7 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

Accreditation Standard 3.1.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS
Narrative submits the program's policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance across all program options.	• Copy/paste relevant written termination policies and procedures for each of the following: ○ Academic performance misconduct ○ Professional performance misconduct • Cite the location of the written policies and procedures, including: ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) • Explicitly state if the program elects to adopt the institution's termination policies and procedures.	• For termination due to professional performance misconduct, consider the following prompt: ○ Since social work is a professional degree granting program, are there specific professional behaviors or issues that would cause termination that are unique/specific to social work and not covered in the institution's policies and procedures (e.g., violating the NASW Code of Ethics)?

	• Explicitly address each program option.	• Examples of ways in which students are informed of written policies and procedures:
		  ○ Admission packet
		  ○ Syllabi
		  ○ Learning management system
		  ○ Orientations
		  ○ Advising sessions
		  ○ Webinars/online modules
		  ○ Newsletters or other communications
		  ○ Websites
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.1.8 is reviewed for:*
		• Draft at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

Narrative describes how the program informs students of these policies and procedures across all program options.	• State the way(s) in which students are informed of these written policies and procedures for each of the following:
	  ○ Termination for reasons of academic performance misconduct
	  ○ Termination for reasons of professional performance misconduct
	• Cite the location of the written policies and procedures, including:
	  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	  ○ Page numbers (if applicable)
	• Explicitly address each program option.	

Student Participation

Accreditation Standard 3.1.9: The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative describes the program's policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs for each program option.	• Students must have channels for participating in policymaking about academic and student affairs.
	• Response must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional level.
	• Copy/paste relevant written policies and procedures.
	• Cite the location of the written policies and procedures, including:
	  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
		• *Rights:* Guarantees typically codified in policy.
		• *Opportunities:* Possibilities typically documented in procedures/steps.
		• Examples of student participation in policymaking affecting students:
		  ○ Seats/positions on standing or ad hoc committees
		  ○ Administrative meetings with the student body/union
		  ○ Town hall or annual program meetings

	○ Page numbers (if applicable) • Explicitly address each program option.	○ Student liaison or representative participation in faculty governance/meetings ○ Program feedback/evaluation opportunities • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.1.9 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 3.1.10: The program describes how it provides opportunities and encourages students to organize in their interests.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option.	• Describe how the program provides opportunities and encourages students to organize in their interests • Response must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional level. • Explicitly address each program option.	• **REQUIRED ENCLOSURE:** Submit the Student Handbook in Volume 3 for self-study/benchmark documents. • *Examples*: student organizations/clubs/union, social work club, social work honor society, social justice fairs, activism events, legislative action days, virtual community forums, professional development opportunities (e.g., conferences), community outreach and volunteerism, etc. • Include relevant written policies (if applicable). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.1.10 is reviewed for:* • Draft at Benchmark 1 (Including Student Handbook in Volume 3)

		• Approval at Benchmark 2 (Including Student Handbook in Volume 3) • Compliance at Benchmark 3 (Including Student Handbook in Volume 3)

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

Accreditation Standard 3.2.1: The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

The program submits a complete faculty summary form and uniform faculty data forms (CVs) for each full- or part-time faculty member teaching in the current academic year inclusive of faculty across all program options.	• **REQUIRED FORM:** Complete and submit the Faculty Summary Form.
	  ○ *Institutions with both baccalaureate and master's programs:* Can elect to complete one (1) form for both programs and list all faculty. The final column on the form requires listing the percentage of time assigned to each program level.
	  ▪ Beyond combining faculty listed on this form, the remainder of the faculty standards (**AS 3.2**) and self-study must be specific to the program level.
	• **REQUIRED FORM:** Complete and submit a Faculty Data Form (i.e., curriculum vitae/CVs) for each full-time and part-time faculty member.
	  ○ Programs may elect to use an alternative CVs format.
		• The accrediting body nor EPAS address licensing of social work faculty. Such criteria are beyond accreditation and at the discretion of the program.
		• When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during the accreditation review process, programs may elect to include the faculty member in the accreditation document and describe the situation.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.2.1 is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 2

	▪ In such cases, the format must be uniform and include all the components of the *Faculty Data Form*. ○ Faculty Data Forms/CVs must include: ▪ Month and year degrees were earned. ▪ Start and end dates for all documented experiences. • Identify current faculty employed in the program at the time the accreditation document is submitted. • For each faculty member information provided must be consistent on both the required *Faculty Summary Form* and *Faculty Data Form* (CV). • A narrative or autobiographical sketch is <u>not</u> required for each faculty member. • Staff, teaching assistants, graduate student assistants, research assistants, doctoral students, and field instructors should not be included in this standard unless they are on a faculty line or designated as faculty. • A full-time faculty member or administrator cannot hold two or more active full-time appointments at two or more CSWE-accredited, candidate, or applicant programs or institutions. • Explicitly address each program option. ○ Identify all faculty, across all program options.	
Accreditation Standard 3.2.2: The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative identifies and documents that faculty who teach social work practice	• Programs define and classify their practice courses. ○ *For non-practice courses:* There are no EPAS-required qualifications to teach	• **Post–social work degree practice experience** is: ○ The minimum requirement of 2 years of post-baccalaureate or post-master's

courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience across all program options.	non-practice courses. Programs determine the faculty members qualifications necessary to teach that course/content. • List the names and credentials of faculty who teach social work practice courses, *unless* the program provides a declarative statement that all program faculty have the requisite credentials and experience (as verified by the *Faculty Summary Form* and *Faculty Data Forms*.) o This list must match the *Faculty Summary Form* provided in response to **AS 3.2.1**. • For each faculty member that teaches practice courses, programs either: o Insert their *Faculty Data Forms* (i.e., curriculum vitae/CVs); or o If already provided within the same document in response to **AS 3.2.1**, cite the page numbers for the corresponding *Faculty Data Forms*. • The identified faculty must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree; and 2-years post-master's social work degree practice experience in social work. o If faculty members relevant to this standard have an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents. • Explicitly address each program option. o Identify all faculty, across all program options.	social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience. o Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities. o Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise (pg. 22 of the EPAS). o It does not include academic appointments. • Document post-degree practice experience on *Faculty Data Forms.* o Programs determine which faculty experiences are aligned with the definition. o Accreditation staff cannot evaluate nor determine if specific faculty experience(s) count towards the 2-year minimum. o Calculate the total hours of full-time/equivalent post-degree practice experience. • Examples of practice courses: o Field education courses o Courses with the term "practice" in the title (e.g., practice with individuals and families, practice with organizations and communities)

		○ Courses focused on any stage of intervention with client, constituent, and community systems ○ Courses in which most of the curriculum/content provides experiential opportunities for students to develop and test their skills to prepare them for competent, safe, and ethical post-degree practice (e.g., therapeutic relationship skills, macro practice lab) • Consider courses in which the content is primarily theoretical or based on academic achievement may not be framed as a practice course versus courses that are intentionally focused on practicing/building professional competency capacity. • Programs may be eligible to apply/request a waiver for certain components of this standard. ○ Waiver approvals are not guaranteed. ○ Learn more in policy *4.5 Waivers to Accreditation Standards* in the Accreditation Policy Handbook. ○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.2.2 is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 2
Accreditation Standard 3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.		

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs inclusive of all program options.	• The purpose of the ratio is to ensure programs maintain sufficient trained social work faculty to educate and prepare students for competent professional practice.
	• Provide one (1) numerical ratio (X:X).
	• The ratio must be current and reflect the time of submission.
	  ○ Programs can elect to calculate their ratio per academic year, or per semester.
	  ○ At minimum, the ratio must include the current semester upon submission of the accreditation document.
	• Baccalaureate programs must document a ratio of 1:25 or lower.
	  ○ This standard is firm.
	  ○ Any numerical ratio beyond the minimum will be cited by the BOA.
	• Master's programs must document a ratio of 1:12 or lower.
	  ○ This standard is firm.
	  ○ Any numerical ratio beyond the minimum will be cited by the BOA.
	• Explicitly address each program option.
	  ○ The ratio must be inclusive of all program options.
	  ○ Do not provide multiple ratios.
	  ○ Do not provide separate ratios for each program option.
		• **Full-time equivalent (FTE) faculty-to-student ratio** refers to the institution's calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation (pg. 22 of the EPAS).
		• The purpose of the ratio is not to serve as a required nor recommended class size.
		  ○ Class enrollment can be any size.
		• Example formulas and calculations:
		  ○ Use the institution's faculty workload policy
		  ▪ Consider including all faculty workload policy roles in the calculation (e.g., teaching, administration, research, service, advising).
		  ▪ If the full-time teaching workload is six (6) courses per academic year, then each course taught by a part-time faculty member constitutes 1/6 FTE.
		  ▪ If a faculty member has a 75% (.75 FTE) baccalaureate teaching appointment and 25% (.25 FTE) baccalaureate administrative appointment, then they have 100% (1.0 FTE) assigned to the baccalaureate program.
		  ▪ If a faculty member has a 50% (.50 FTE) master's teaching appointment, 25% (.25 FTE)

Narrative explains how this ratio is calculated inclusive of all program options.	• Explain step-by-step how the ratio is calculated.
	• Provide the formula.
	  ○ Programs have autonomy to determine the formula.
	  ○ There is no specific formula required by the EPAS or BOA.	

	• Show the calculation/math.
	  ○ Programs have autonomy to determine the calculation.
	  ○ There is no specific calculation required by the EPAS or BOA.
	• Include faculty in the ratio calculation:
	  ○ Full-time faculty must be included.
	  ○ While <u>not</u> required, programs can elect to include part-time faculty.
	  ○ Individuals on a faculty line or designated as faculty can be included.
	  ○ Program and field directors can be included in the ratio whether they are on a faculty, administrative, or staff line.
	  ▪ Program directors (**AS B/M 3.3.4c**) and field directors (**AS B/M 3.3.5c**) can count their administrative assigned time in the calculation.
	  ○ Overload appointments are reviewed on a case-by-case basis.
	  ▪ In a narrative format, describe any overload appointments for the identified faculty.
	  ▪ Programs determine appointment sufficiency for the identified faculty.
	  ○ Staff, teaching assistants, graduate student assistants, research assistants, doctoral students, and field instructors <u>cannot</u> be included in the ratio calculation *unless* they are on a faculty line or designated as faculty.
	• Include students in the ratio calculation:
	  ○ Full-time and part-time students <u>must</u> be included.
		master's advising appointment, and 25% (.25 FTE) master's research appointment, then they have 100% (1.0 FTE) assigned to the master's program.
		  ▪ If a faculty member has a 50% (.50 FTE) baccalaureate teaching appointment and 50% (.50 FTE) teaching appointment, then they have 50% (.50 FTE) assigned to the baccalaureate program and 50% (.50 FTE) assigned to the master's program.
		  ▪ If a faculty member has a 25% (.25 FTE) baccalaureate teaching appointment, 35% (.35 FTE) baccalaureate administrative appointment, and 40% (.40 FTE) master's advising appointment, then they have 60% (.60 FTE) assigned to the baccalaureate program and 40% (.40 FTE) assigned to the master's program.
		  ○ Use the student's credit hour policy
		  ▪ If the full-time credit hours are twelve (12) per semester, a student taking six (6) credit hours per semester constitutes 1/2 FTE.
		  ○ Use the FTE faculty calculation on the *Faculty Summary Form*
		  ▪ If using this form, the ratio must be consistent with the FTE faculty calculation on the form
		• Part-time faculty is broadly defined and varies across institutions.

	○ Students formally admitted to the social work program must be included. ○ While not required, programs can elect to include students that are pursuing admittance yet have not been formally admitted to the social work program (e.g., declared majors, pre-majors). ○ Non-social work students enrolled in social work courses (e.g., interprofessional education, other social sciences) must not be included in the ratio calculation. • Explicitly address each program option. ○ The formula and calculation must be inclusive of all program options. ○ Do not provide separate formulas and calculations for each program option.	○ Part-time may include adjunct, lecturers, or other ranks/titles. • When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during the accreditation review process, programs may elect to include the faculty member in the accreditation document and describe the situation. • Consider including all students for whom the social work program is primarily responsible for their education (e.g., courses, advising, services). • *Commensurate*: Proportionate and adequate. • Examples of commensurate statements: ○ "The program verifies faculty size is commensurate to support the context of the program and sufficient." ○ "The program finds the faculty size is not commensurate to support the context of the program and insufficient." • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.2.3 is reviewed for:* • Draft at Benchmark 1 & 2 • Compliance at Benchmark 3
Narrative explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities across all program options.	• The number of faculty must be sufficient and support the context of the program. • First describe how, and then make an explicit statement/professional judgment about whether faculty size is commensurate with each of the following components: ○ Number and type of curricular offerings in class ○ Number and type of curricular offerings in field ○ Number of program options ○ Class size ○ Number of students ○ Advising ○ Faculty's teaching responsibilities ○ Faculty's scholarly responsibilities ○ Faculty's service responsibilities • If faculty size in not commensurate with one (1) or more components, address this in the narrative. • Explicitly address each program option.	

	○ Make an explicit statement/professional judgment about sufficiency of faculty for each program option. ▪ If faculty are insufficient, address this in the narrative. ○ The faculty makeup must be sufficient across all program options. ○ Each program option can have different faculty distribution.	

Accreditation Standard B3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS
Narrative identifies the program has no fewer than two full-time faculty assigned to the social work program, whose principal assignment is to the baccalaureate program across all program options.	• Identify two (2) or more full-time faculty. ○ This is <u>not</u> a full-time equivalency (FTE) calculation. ○ This requirement cannot be distributed across multiple part-time faculty members. • Identified faculty must have an: ○ Overall appointment to social work ○ Principal assignment to the baccalaureate-level ▪ *Principal assignment:* 51% or more of their appointment dedicated to the baccalaureate-level • The remaining 49% or less of their appointment can be dedicated to: ○ Teaching, administration, research, service, or other faculty workload policy roles in the master's or doctoral-level social work programs ○ Duties beyond social work	• Examples of duties beyond social work include: ○ Chairing a multi-disciplinary department ○ Teaching general education courses • When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during the accreditation review process, programs may elect to include the faculty member in the accreditation document and describe the situation. • When a minimum number of full-time faculty position becomes vacant, programs appoint an interim/temporary or permanent faculty member to maintain continuous compliance. • Programs may be eligible to apply/request a waiver for certain components of this standard. ○ Waiver approvals are not guaranteed. ○ Learn more in policy *4.5 Waivers to Accreditation Standards* in the Accreditation Policy Handbook. ○ If the program was granted waiver(s) relevant to this standard, submit a copy

	• Overload appointments are reviewed on a case-by-case basis.
	  ○ In a narrative format, describe any overload appointments for the identified faculty.
	  ○ Programs determine for appointment sufficiency for the identified faculty.
	• A full-time faculty member or administrator cannot hold two or more active full-time appointments at two or more CSWE-accredited, candidate, or applicant programs or institutions.
	• The program director and field director can be identified as full-time faculty in response to this standard whether they are on a faculty, administrative, or staff line.
	• Identified full-time faculty can be any rank or title (e.g., tenured, tenure track, non-tenure track, clinical professor, visiting professor, adjunct).
	• Full-time administrative support staff who also teach are <u>not</u> considered full-time faculty and cannot be identified as in response to this standard.
	• Explicitly address each program option.
	  ○ Include full-time faculty across all program options.
		of the BOA-issued waiver approval letter in accreditation documents.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS B3.2.4 is reviewed for:*
		• Approval at Benchmark 1 (2 Faculty)
		• Approval at Benchmark 2 (2 Faculty)
		• Compliance at Benchmark 3 (2 Faculty)
		
		• *To approve the draft Benchmark 1 document:* Programs must have 2 faculty formally hired, with a start date no later than 30 days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist).
		• *For Benchmark 1:* At least 2 faculty must be hired, assigned to the program with 51% or more time dedicated to the program, and actively working within the program 30 days before the visit even if students are not enrolled or the program is not fully operational.
		• *For Benchmark 2 and Benchmark 3:* The program must have the additional faculty hired, with a start date no later than 30 days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist).

Narrative demonstrates that the majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, across all program options.	• The majority (51% or more) of the **total** full-time baccalaureate-level faculty must have a master's degree in social work from a CSWE-accredited program.
	• For each full-time faculty member identified in response to this standard, programs either:
	  ○ Insert their *Faculty Data Forms* (i.e., curriculum vitae/CVs); or
	  ○ already provided within the same document in response to **AS 3.2.1**, cite the page numbers for the corresponding *Faculty Data Forms*.	

	○ The identified faculty must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree. ▪ If faculty members relevant to this standard have an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents. • Explicitly address each program option. ○ The minimum faculty requirement applies to the entire baccalaureate program. ▪ It is not expected that each program option has the minimum number of faculty per this standard.	
Accreditation Standard M3.2.4: The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program across all program options.	• Identify six (6) or more full-time faculty. ○ This is not a full-time equivalency (FTE) calculation. ○ This requirement cannot be distributed across multiple part-time faculty members. • Identified faculty must have an: ○ Overall appointment to social work ○ Principal assignment to the master's-level ▪ *Principal assignment:* 51% or more of their appointment dedicated to the master's-level	• Examples of duties beyond social work include: ○ Chairing a multi-disciplinary department ○ Teaching general education courses • Examples of the majority of full-time faculty meeting the credential requirements: ○ 4 out of 6 ○ 5 out of 8 ○ 6 out of 10 • When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during the accreditation review process, programs may elect to

	• The remaining 49% or less of their appointment can be dedicated to:
	  ○ Teaching, administration, research, service, or other faculty workload policy roles in the baccalaureate or doctoral-level social work programs
	  ○ Duties beyond social work
	• Overload appointments are reviewed on a case-by-case basis.
	  ○ In a narrative format, describe any overload appointments for the identified faculty.
	  ○ Programs determine for appointment sufficiency for the identified faculty.
	• A full-time faculty member or administrator cannot hold two or more active full-time appointments at two or more CSWE-accredited, candidate, or applicant programs or institutions.
	• The program director and field director can be identified as full-time faculty in response to this standard whether they are on a faculty, administrative, or staff line.
	• Identified full-time faculty can be any rank or title (e.g., tenured, tenure track, non-tenure track, clinical professor, visiting professor, adjunct).
	• Full-time administrative support staff who also teach are <u>not</u> considered full-time faculty and cannot be identified as in response to this standard.
	• Explicitly address each program option.
	  ○ Include full-time faculty across all program options.
		include the faculty member in the accreditation document and describe the situation.
		• When a minimum number of full-time faculty position becomes vacant, programs appoint an interim/temporary or permanent faculty member to maintain continuous compliance.
		• Programs may be eligible to apply/request a waiver for certain components of this standard.
		  ○ Waiver approvals are not guaranteed.
		  ○ Learn more in policy *4.5 Waivers to Accreditation Standards* in the Accreditation Policy Handbook.
		  ○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS M3.2.4 is reviewed for:*
		• Approval at Benchmark 1 (3 Faculty)
		• Approval at Benchmark 2 (5 Faculty)
		• Compliance at Benchmark 3 (6 Faculty)
		
		• *To approve the draft Benchmark 1 document:* Programs must have 3 faculty formally hired, with a start date no later than 30 days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist).
		• *For Benchmark 1:* At least 3 faculty must be hired, assigned to the program with 51% or more time dedicated to the program, and actively working within the program 30 days before the visit even if students are not enrolled or the program is not fully operational.

Narrative demonstrates the majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social	• The majority (51% or more) of the **total** full-time master's-level faculty must have a master's degree in social work from a CSWE-accredited program <u>and</u> a doctoral degree (in any discipline). • For each full-time faculty member identified in response to this standard, programs either:	

work, across all program options.	○ Insert their Faculty Data Forms (i.e., curriculum vitae/CVs); or ○ If already provided within the same document in response to **AS 3.2.1**, cite the page numbers for the corresponding Faculty Data Forms. • The identified faculty must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree. ○ If faculty members relevant to this standard have an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents. • While a doctoral degree in social work is preferred, a doctoral degree may be in any discipline. ○ Faculty holding a professional law degree (i.e., juris doctor/JD) can be counted in the majority. ○ Faculty designated as "All But Dissertation" (ABD) have not earned a doctoral degree and cannot be counted in the majority. • Explicitly address each program option. ○ The minimum faculty requirement applies to the entire master's program. ▪ It is not expected that each program option has the minimum number of faculty per this standard.	• *For Benchmark 2 and Benchmark 3:* The program must have the additional faculty hired, with a start date no later than 30 days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist). • *For Benchmark 3:* The majority of full-time faculty must meet the credential requirements 30 days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist). This is not a requirement for Benchmark 1 nor Benchmark 2.
Accreditation Standard 3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.		

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative describes the program's faculty workload policy across all program options.	• Describe the workload policy for each faculty rank.
	• Programs that adhere to institutional, college, or department-level faculty workload policies must explicitly state this.
	• Explicitly address each program option.
		• Consider copying/pasting the written workload policy for each faculty rank.
		• Consider citing the location of the written policies, including:
		  ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
		  ○ Page numbers (if applicable)
		• Faculty workload policies are typically governed by institutions. Thus, programs may not have program-level faculty workload policies.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.2.5 is reviewed for:*
		• Draft at Benchmark 1 & 2
		• Compliance at Benchmark 3

Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals across all program options.	• Provide two or more examples of how the faculty workload policies support the achievement of each of the following:
	  ○ Institutional priorities
	  ○ Program's mission
	  ○ Program's goals
	• The linkages must be explicit between the examples and the institutional priorities, program's mission, and program's goals.
	• Explicitly address each program option.	

Accreditation Standard 3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative demonstrates ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant	• Provide two or more examples of faculty demonstrating ongoing professional development for each of the following:
	  ○ Dissemination of research and scholarship
	  ○ Exchanges with external constituencies (e.g., practitioners and agencies)
	  ○ Other professionally relevant creative activities
	• Identify the faculty members by name.
	• It is <u>not</u> required to discuss each/every faculty member.
		• *Research:* The systematic investigation/study of materials and sources to establish facts and reach new conclusions.
		• *Scholarship:* May include research yet also may include dissemination of findings, publication, and any other activities that demonstrates an individual is a scholar committed to further academic study.
		• While the program may provide a general overview of how the program provides support, incentives, or funding for faculty to participate in professional development, specific examples are required.

creative activities that support the achievement of institutional priorities and the program's mission and goals across all program options.	• Explicitly address each program option.	• Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.2.6 is reviewed for:* • Draft at Benchmark 1 & 2 • Compliance at Benchmark 3
Accreditation Standard 3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative demonstrates how the program's faculty models the behavior and values of the profession in the program's educational environment across all program options.	• Provide two or more examples of faculty modeling the behavior and values of the profession in the program's educational environment.
	  ○ Identify the faculty members.
	  ○ Discuss the behavior(s) exhibited.
	  ○ Discuss the value(s) exhibited.
	• It is not required to discuss each/every faculty member.
	• Explicitly address each program option.
		• **Values** are 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 underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice (EP 1.0. on pg. 10 of the EPAS).
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.2.7 is reviewed for:*
		• Draft at Benchmark 1 & 2
		• Compliance at Benchmark 3

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative and Governance Structure

Accreditation Standard 3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative describes the program's administrative structure across all program options.	• Describe the program's administrative structure.
	• Explicitly address each program option.
		• Consider including an institutional-level organizational chart.
		• Consider including a program-level organizational chart.
		• Consider describing the program's location in the institutional authority structure in comparison to other professional degree-granting programs.
		  ○ To what extent is the social work program's locus in the hierarchy similar to nursing, physical therapy, psychology, etc.?
		• Prompts for describing administrative structure:
		  ○ How are decisions made?
		  ○ What is the program's role in the decision-making process?
		  ○ Does the program have sufficient latitude to effectively implement its mission and goals?

Narrative demonstrates how the program's administrative structure provides the necessary autonomy to achieve the program's mission and goals across all program options.	• Discuss the program's autonomy.
	• "Autonomy" is a relative term defined by the program.
	• Provide two or more examples of how the program's administrative structure provides the necessary autonomy to achieve its mission and goals.
	  ○ Linkages must be clear and explicit.
	  ○ Make an explicit statement/professional judgment about the program's autonomy to actualize its mission and goals.
	  ▪ If autonomy is insufficient, address this in the narrative.
	• Explicitly address each program option.	

		• Consider discussing the program's authority, accountability structure, and autonomy.
		• Prompts for describing program autonomy:
		  ○ Does the program have sufficient latitude to effectively implement its mission and goals?
		• Example of autonomy statement:
		  ○ "The program verifies that its administrative structure allows the program the necessary autonomy to achieve the program's mission and goals."
		  ○ "The program finds its administrative structure does not allow the program the necessary autonomy to achieve the program's mission and goals.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.3.1 is reviewed for:*
		• Draft at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

Accreditation Standard 3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's	• Describe how the social work curriculum is developed, reviewed, and approved at the program-level and within the larger institution. • Describe how the social work faculty take responsibility for ensuring the curriculum is consistent with the EPAS. • Explicitly address each program option.	• **Curriculum** is all planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences (pg. 22 of the EPAS). • Prompts for discussing faculty's responsibility for ensuring an EPAS-aligned curriculum:

policies across all program options.		○ What are the roles and responsibilities of social work faculty in the curriculum development process? ○ Does the program have sufficient latitude to effectively implement the EPAS? • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.3.2 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel across all program options.	• Discuss how social work faculty participate in *formulating* policies that govern the faculty personnel processes at the program-level and within the larger institution. • Discuss how social work faculty participate in *implementing* policies that govern the faculty personnel processes at the program-level and within the larger institution. • Discuss faculty participation in formulating and implementing policies separately for each of the following: ○ Recruitment ○ Hiring ○ Retention ○ Promotion ○ Tenure • Explicitly address each program option.	• This standard explores how social work program faculty and administrators have a voice within the institution, typically through shared faculty governance models, committee work, or chain of command, to impact faculty-related policies. • Prompts for: ○ *Formulating:* How do faculty participate in governance processes by creating and stewarding the personnel-related policies and procedures? ○ *Implementing:* How are faculty involved in verifying faculty-related processes are executed? Is there accountability to ensure that faculty have a voice in governance and personnel processes? ○ *Retention:* Incentivizing and reducing barriers to faculty continuing employment with the program/institutions.

		▪ Does the program or institution have a strategy, plan, or policy for retaining talented faculty and avoiding turnover? ▪ Examples: Annual review process, recognizing and rewarding faculty, showing appreciation, providing competitive pay, benefits, healthy-work-life balance, etc. • Consider citing the location of the written policies and procedures, including: o Name of documents, manuals, handbooks, syllabi, platforms, and/or websites o Page numbers (if applicable) • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.3.3 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative identifies the social work program director inclusive of all program options.	• Identify one (1) program director. o Do not discuss other personnel in response to **AS 3.3.4** and **AS B/M3.3.4(a-c)**. o *Exception:* Collaborative programs may identify either one single program director representing all institutions; or one program director per institution. • The program director may also fulfill the field director role, as long as they receive the required	• When a program director is on a temporary leave of absence (e.g., sabbatical, medical leave) during the accreditation review process, programs may elect to include the program director in the accreditation document and describe the situation. • When the program director position becomes vacant, programs appoint an interim/temporary or permanent program director to maintain continuous compliance.

	minimum assigned time for each role **AS B/M3.3.4(c)** and **AS B/M3.3.5(c)**.
	• The program director can be on a faculty, administrative, staff, or other line.
	• Programs determine the formal title and rank of the program director.
	• The program director must have administrative oversight over the program in its entirety, inclusive of all program options.
	  ○ Separate program directors are <u>not</u> required for each program option.
	  ○ Programs may elect to appoint additional program option-specific personnel such as coordinators, associate directors, etc.
	  ▪ In such cases, additional personnel cannot be included in response to **AS 3.3.4** and **AS B/M3.3.4(a-c)**.
		• In such cases, that the program director also fulfills the field director role the following minimum time is required:
		  ○ *Baccalaureate programs:* 25% program director assigned time + 25% field director assigned time = 50% minimum assigned time
		  ○ *Master's programs:* 50% program director assigned time + 50% field director assigned time = 100% assigned time
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.3.4 is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 3

In institutions with accredited baccalaureate and master's programs, narrative demonstrates that a separate director is appointed to each program.	• Co-located programs (institutions with both the accredited baccalaureate and master's social work program), cannot identify one individual to fulfill the program director role for both program levels. • Provide the name of the separately appointed program director for the other program-level.	

Accreditation Standard B3.3.4(a): The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience,	• In a narrative format, describe the program director's leadership ability as evidenced by their:
	  ○ Teaching,
	  ○ Scholarship,
	  ○ Curriculum development,
	  ○ Administrative experience,
	  ○ Relevant academic experience, and/or
		• **Post–social work degree practice experience** is:
		  ○ The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.

and other academic and professional activities in social work across all program options.	○ Relevant professional social work activities • Only referring to the page number of the program director's *Faculty Data Form* (i.e., CV), within the accreditation document is insufficient. • Explicitly address each program option.	○ Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities. ○ Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise (pg. 22 of the EPAS). ○ It does not include academic appointments. • To describe the program director's leadership ability, consider expanding upon elements of the program director's *Faculty Data Form* (i.e., curriculum vitae/CV) in narrative format. • Programs may be eligible to apply/request a waiver for certain components of this standard. ○ Waiver approvals are not guaranteed. ○ Learn more in policy *4.5 Waivers to Accreditation Standards* in the Accreditation Policy Handbook. ○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS B3.3.4(a) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
Narrative documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.	• State whether the program director has a master's degree in social work from a CSWE-accredited program. ○ The program director must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree. ▪ If the director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents. • Provide the program director's *Faculty Data Form* (i.e., curriculum vitae/CV), by either: ○ Inserting the program's *Faculty Data Form* (i.e., curriculum vitae/CVs); or ○ If already provided within the same document in response to **AS 3.2.1**, cite the page number for the corresponding *Faculty Data Form*. ○ Providing only the Faculty Data Form (i.e., curriculum vitae) is insufficient. • Explicitly address each program option.	

Accreditation Standard B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program inclusive of all program options.	• Include documentation.
	  ○ A memo on letterhead, contract, or hiring letter.
	  ○ Explicitly state the program director has a full-time appointment to social work.
	  ○ Feature a signature from a supervisor or administrator (i.e., dean, director, chair, provost, president, or human resources).
	• An email is insufficient documentation.
	• Baccalaureate program directors may have a full-time appointment to the baccalaureate social work program or to social work overall.
	  ○ 51% or more of the program director's time must be solely dedicated to the baccalaureate-level to maintain principal assignment.
	• Program directors may also chair inter/multidisciplinary departments.
	• A full-time faculty member or administrator cannot hold two or more active full-time appointments at two or more CSWE-accredited, candidate, or applicant programs or institutions.
	• Explicitly address each program option.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS B3.3.4(b) is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 3

Accreditation Standard B3.3.4(c): The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes the procedures for calculating the program director's	• Provide the procedures for the program director's assigned time to provide educational and administrative leadership to the program.	• Prompts for procedures for determining the program director's assigned time:

assigned time to provide educational and administrative leadership to the program inclusive of all program options.	• Identify one (1) program director.
	  o Assigned time cannot be distributed across multiple individuals.
	  o *Exception:* Collaborative programs may identify either one single program director representing all institutions; or one program director per institution. Collaboratives determine how to divide the program directors' assigned time to meet the standard.
	• The program director can be on a faculty, administrative, or staff line.
	• The program director may also fulfill the field director role, as long as they receive the required minimum assigned time for each role.
	• Baccalaureate program directors can cross-teach or have other workload policy-related responsibilities in the master's social work program or outside of social work.
	• Explicitly address each program option.
	  o The assigned time is inclusive of all program options.
		o What is the step-by-step process from beginning to end?
		o Who is involved in decision-making, review, and approval of assigned time?
		o How often is the assigned time reviewed for sufficiency?
		o For a program director that receives 100% assigned time for administrative leadership, what is the time, percentage, and calculation based on (e.g., workload policy)?
		• Examples of calculations using institutional workload policy:
		  o Program director teaches a 4/4 workload and is released from one (1) course per semester (equating to 25%).
		  o Program director is released from the 20% research requirement and 5% service requirement (equating to 25%).
		• Example of assigned time distributed across the year:
		  o 40% assigned time in the fall term + 20% assigned time in the spring = 30% overall assigned time
		• In such cases, that the program director also fulfills the field director role the following minimum time is required:
		  o *Baccalaureate programs:* 25% program director assigned time + 25% field director assigned time = 50% minimum assigned time
		  o *Master's programs:* 50% program director assigned time + 50% field director assigned time = 100% assigned time
		• Consider listing the program director's administrative duties to demonstrate sufficiency.
		  o The BOA and EPAS do <u>not</u> identify which administrative tasks are acceptable for program directors.

Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.	• Include a specific numerical percentage (X%) and show the calculation.
	  o All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation.
	  o Administrative functions cannot include teaching responsibilities.
	  o Assigned time can be distributed across the year.
	• Overload appointments are reviewed on a case-by-case basis.
	  o In such cases, programs determine sufficiency of the program director's assigned time, including identifying if the overload appointment is temporary or permanent.	

	• Explicitly address each program option.
	  ○ The assigned time is inclusive of all program options.
		• Examples of sufficiency statements:
		  ○ "The program verifies the program director's time is sufficient."
		  ○ "The program finds that the program director's time is insufficient."
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS B3.3.4(c) is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 3

Narrative discusses that this time is sufficient for each program option.	• Discuss sufficiency of the program director's assigned time.
	  ○ Make an explicit statement/professional judgment about the sufficiency of the program director's assigned time.
	  ▪ If assigned time is distributed across the year describe sufficiency of assigned time each term the program is operating.
	  ▪ If assigned time is insufficient, address this in the narrative.
	• Explicitly address each program.	

Accreditation Standard M3.3.4(a): The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the 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.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.	• In a narrative format, describe the program director's leadership ability as evidenced by their:
	  ○ Teaching,
	  ○ Scholarship,
	  ○ Curriculum development,
	  ○ Administrative experience,
	  ○ Relevant academic experience, and/or
	  ○ Relevant professional social work activities
	• Only referring to the page number of the program director's *Faculty Data Form* (i.e., CV), within the accreditation document is insufficient.
	• Explicitly address each program option.
		• **Post–social work degree practice experience** is:
		  ○ The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
		  ○ Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
		  ○ Social work services can include work in professional social work auspices under the

Narrative documents that the director has a master's degree in social work from a CSWE-accredited program.	• State whether the program director has a master's degree in social work from a CSWE-accredited program.
	  ○ The program director must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree.
	  ▪ If the director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.
	• Provide the program director's *Faculty Data Form* (i.e., curriculum vitae/CV), by either:
	  ○ Inserting the program's *Faculty Data Form* (i.e., curriculum vitae/CVs); or
	  ○ If already provided within the same document in response to **AS 3.2.1**, cite the page number for the corresponding *Faculty Data Form*.
	  ○ Providing only the Faculty Data Form (i.e., curriculum vitae) is insufficient.
	• Explicitly address each program option.
		supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise (pg. 22 of the EPAS).
		  ○ It does not include academic appointments.
		• To describe the program director's leadership ability, consider expanding upon elements of the program director's *Faculty Data Form* (i.e., curriculum vitae/CV) in narrative format.
		• Programs may be eligible to apply/request a waiver for certain components of this standard.
		  ○ Waiver approvals are not guaranteed.
		  ○ Learn more in policy *4.5 Waivers to Accreditation Standards* in the Accreditation Policy Handbook.
		  ○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS M3.3.4(a) is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 3

Accreditation Standard M3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work master's program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS
Narrative provides documentation that the director has a full-time appointment to the social	• Include documentation. ○ A memo on letterhead, contract, or hiring letter.	• Use subheadings to clearly address each component of the standard.

work master's program inclusive of all program options.	○ Explicitly state the program director has a full-time appointment to social work. ○ Feature a signature from a supervisor or administrator (i.e., dean, director, chair, provost, president, or human resources). • An email is insufficient documentation. • Master's program directors may have a full-time appointment to the master's social work program or to social work overall. ○ 51% or more of the program director's time must be solely dedicated to the master's-level to maintain principal assignment. • Program directors may also chair inter/multidisciplinary departments. • A full-time faculty member or administrator cannot hold two or more active full-time appointments at two or more CSWE-accredited, candidate, or applicant programs or institutions. • Explicitly address each program option.	**Candidate Programs** | *AS M3.3.4(b) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
Accreditation Standard M3.3.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program inclusive of all program options.	• Provide the procedures for the program director's assigned time to provide educational and administrative leadership to the program. • Identify one (1) program director. ○ Assigned time cannot be distributed across multiple individuals. ○ *Exception:* Collaborative programs may identify either one single program director representing all institutions; or one program director per institution. Collaboratives determine how to divide the program directors' assigned time to meet the standard.	• Prompts for procedures for determining the program director's assigned time: ○ What is the step-by-step process from beginning to end? ○ Who is involved in decision-making, review, and approval of assigned time? ○ How often is the assigned time reviewed for sufficiency? ○ For a program director that receives 100% assigned time for administrative leadership, what is the time, percentage, and calculation based on (e.g., workload policy)?

	• The program director can be on a faculty, administrative, or staff line.
	• The program director may also fulfill the field director role, as long as they receive the required minimum assigned time for each role.
	• Master's program directors can cross-teach or have other workload policy-related responsibilities in the baccalaureate social work program or outside of social work.
	• Explicitly address each program option.
	  o The assigned time is inclusive of all program options.
		• Examples of calculations using institutional workload policy:
		  o Program director teaches a 4/4 workload and is released from two (2) courses per semester (equating to 50%).
		  o Program director is released from the 20% research requirement, 5% service requirement, and one course per semester (equating to 50%).
		• Example of assigned time distributed across the year:
		  o 40% assigned time in the fall term + 60% assigned time in the spring = 50% overall assigned time
		• In such cases, that the program director also fulfills the field director role the following minimum time is required:
		  o *Baccalaureate programs:* 25% program director assigned time + 25% field director assigned time = 50% minimum assigned time
		  o *Master's programs:* 50% program director assigned time + 50% field director assigned time = 100% assigned time
		• Consider listing the program director's administrative duties to demonstrate compliance.
		  o The BOA and EPAS do <u>not</u> identify which administrative tasks are acceptable for program directors.
		• Examples of sufficiency statements:
		  o "The program verifies the program director's time is sufficient."
		  o "The program finds that the program director's time is insufficient."
		• Use subheadings to clearly address each component of the standard.

Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.	• Include a specific numerical percentage (X%) and show the calculation.
	  o All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation.
	  o Administrative functions cannot include teaching responsibilities.
	  o Assigned time can be distributed across the year.
	• Overload appointments are reviewed on a case-by-case basis.
	  o In such cases, programs determine sufficiency of the program director's assigned time, including identifying if the overload appointment is temporary or permanent.
	• Explicitly address each program option.
	  o The assigned time is inclusive of all program options.	

Narrative discusses that this time is sufficient for each program option.	• Discuss sufficiency of the program director's assigned time. o Make an explicit statement/professional judgment about the sufficiency of the program director's assigned time.	

	▪ If assigned time is distributed across the year describe sufficiency of assigned time each term the program is operating. ▪ If assigned time is insufficient, address this in the narrative. • Explicitly address each program option.	**Candidate Programs** | *AS M3.3.4(c) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
Accreditation Standard 3.3.5: The program identifies the field education director.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative identifies the social work field education director inclusive of all program options.	• Identify one (1) field director. o Do not discuss other field personnel in response to **AS 3.3.5** and **AS B/M3.3.5(a-c)**. not defined o *Exception:* Collaborative programs may identify either one single field director representing all institutions; or one field director per institution. Collaboratives determine how to divide the field directors' assigned time to meet **AS B/M3.3.5(c)**. • Co-located programs (institutions with both the accredited baccalaureate and master's social work program), may identify one individual to fulfill the field director role for both program levels. o In such cases, the field director must receive the required assigned time for each program level (i.e., 25% baccalaureate administration + 50% master's administration = 75% minimum assigned time) per **AS B/M3.3.5(c)**. • The field director may also fulfill the program director role, as long as they receive the required minimum assigned time for each role. • Field directors are not required to have a full-time appointment to the social work program unless they	• When a field director is on a temporary leave of absence (e.g., sabbatical, medical leave) during the accreditation review process, programs may elect to include the field director in the accreditation document and describe the situation. • When the field director position becomes vacant, programs appoint an interim/temporary or permanent field director to maintain continuous compliance. • In such cases, that the field director also fulfills the program director role the following minimum time is required: o *Baccalaureate programs:* 25% field director assigned time + 25% program director assigned time = 50% minimum assigned time o *Master's programs:* 50% field director assigned time + 50% program director assigned time = 100% assigned time • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.3.5 is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3

	are identified as a one of the minimum faculty members for compliance with **AS B/M3.2.4**.
	  ○ However, the field director must have the full-time equivalent of assigned time per **AS B/M3.3.5(c)**.
	• The field director can be on a faculty, administrative, staff, or other line.
	• Programs determine the formal title and rank of the field director.
	• The field director must have administrative oversight over the field education program in its entirety, inclusive of all program options.
	  ○ Separate field directors are <u>not</u> required each program option.
	  ○ Programs may elect to appoint additional program option-specific personnel such as coordinators, associate directors, etc.
	  ▪ In such cases, additional personnel cannot be included in response to **AS 3.3.5** and **AS B/M3.3.5(a-c)**.	

Accreditation Standard 3.3.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	• In a narrative format, describe the field director's leadership ability as evidenced by their:
	  ○ Practice experience
	  ○ Field instruction experience
	  ○ Administrative experience
	  ○ Relevant academic experience
	  ○ Relevant professional social work activities
	• Only referring to the page location of the field director's *Faculty Data Form* (i.e., CV) within the accreditation document is insufficient.
	• Explicitly address each program option.
		• To describe the field director's leadership ability, consider expanding upon elements of the program director's *Faculty Data Form* (i.e., curriculum vitae/CV) in narrative format.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.3.5(a) is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 3

Accreditation Standard B3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.	• State that the field director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience in social work.
	  ○ The field director must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree; and 2-years post- baccalaureate or post-master's social work degree practice experience in social work.
	  ▪ If the field director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.
	• Provide the field director's *Faculty Data Form* (i.e., curriculum vitae/CV), by either:
	  ○ Inserting the program's *Faculty Data Form* (i.e., curriculum vitae/CVs); or
	  ○ If already provided within the same document in response to **AS 3.2.1**, cite the page number for the corresponding *Faculty Data Form*.
	• Explicitly address each program option.
		• **Post–social work degree practice experience** is:
		  ○ The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
		  ○ Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
		  ○ Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise (pg. 22 of the EPAS).
		  ○ It does not include academic appointments.
		• Programs may be eligible to apply/request a waiver for certain components of this standard.
		  ○ Waiver approvals are not guaranteed.
		  ○ Learn more in policy *4.5 Waivers to Accreditation Standards* in the Accreditation Policy Handbook.
		  ○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.
		• Use subheadings to clearly address each component of the standard.

		Candidate Programs	*AS B3.3.5(b) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
Accreditation Standard M3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.	• State that the field director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
	  ○ The field director must have either a CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree; and 2-years post-degree practice experience in social work.
	  ▪ If the field director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.
	• Provide the field director's *Faculty Data Form* (i.e., curriculum vitae/CV), by either:
	  ○ Inserting the program's *Faculty Data Form* (i.e., curriculum vitae/CVs); or
	  ○ If already provided within the same document in response to **AS 3.2.1**, cite the page number for the corresponding *Faculty Data Form*.
	• Explicitly address each program option.
		• **Post–social work degree practice experience** is:
		  ○ The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
		  ○ Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
		  ○ Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise (pg. 22 of the EPAS).
		  ○ It does not include academic appointments.
		• Programs may be eligible to apply/request a waiver for certain components of this standard.
		  ○ Waiver approvals are not guaranteed.
		  ○ Learn more in policy *4.5 Waivers to Accreditation Standards* in the Accreditation Policy Handbook.
		  ○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-

		issued waiver approval letter in accreditation documents. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS M3.3.5(b) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
Accreditation Standard B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education inclusive of all program options.	• Provide the procedures for determining the field director's assigned time.
	• Identify one (1) field director.
	  ○ Assigned time cannot be distributed across multiple individuals.
	  ○ *Exception:* Collaborative programs may identify either one single field director representing all institutions; or one field director per institution. Collaboratives determine how to divide the field directors' assigned time to meet the standard.
	• The field director can be on a faculty, administrative, or staff line.
	• The program director may also fulfill the field director role, as long as they receive the required minimum assigned time for each role.
	• Field directors are not required to have a full-time appointment to the social work program unless they are identified as a one of the minimum faculty members for compliance with **AS B3.2.4**.
		• Prompts for procedures for determining the field director's assigned time:
		  ○ What is the step-by-step process from beginning to end?
		  ○ Who is involved in decision-making, review, and approval of assigned time?
		  ○ How often is the assigned time reviewed for sufficiency?
		  ○ For field directors that receives 100% assigned time for administrative leadership, what is the time, percentage, and calculation based on (e.g., workload policy)?
		• Examples of calculations using institutional workload policy:
		  ○ Field director teaches a 4/4 workload and is released from one (1) course per semester (equating to 25%).
		  ○ Field director is released from the 20% research requirement and 5% service requirement (equating to 25%).

	○ However, the field director must have the full-time equivalent of at least 25% assigned time. • Explicitly address each program option. ○ The assigned time is inclusive of all program options.	• Example of assigned time distributed across the year: ○ 40% assigned time in the fall term + 20% assigned time in the spring = 30% overall assigned time • In such cases, that the field director also fulfills the program director role the following minimum time is required: ○ *Baccalaureate programs:* 25% field director assigned time + 25% program director assigned time = 50% minimum assigned time ○ *Master's programs:* 50% field director assigned time + 50% program director assigned time = 100% assigned time • Consider listing the field director's administrative duties to demonstrate compliance. ○ The BOA and EPAS do <u>not</u> identify which field administrative tasks are acceptable for field directors. • Examples of sufficiency statements: ○ "The program verifies the field director's time is sufficient." ○ "The program finds that the field director's time is insufficient." • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS B3.3.5(c) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options.	• Include a specific numerical percentage (X%) and show the calculation. ○ All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation. ○ Administrative functions cannot include teaching responsibilities (including field courses and field seminar). ○ Assigned time can be distributed across the year. • Overload appointments are reviewed on a case-by-case basis. ○ In such cases, programs determine sufficiency of the field director's assigned time, including identifying if the overload appointment is temporary or permanent. • Explicitly address each program option. ○ The assigned time is inclusive of all program options.	
Narrative discusses that this time is sufficient for each program option.	• Discuss sufficiency of the field director's assigned time. ○ Make an explicit statement/professional judgment about the sufficiency of the field director's assigned time. ▪ If assigned time is distributed across the year describe sufficiency of assigned time each term the program is operating. ▪ If assigned time is insufficient, address this in the narrative.	

	• Explicitly address each program option.	
Accreditation Standard M3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education inclusive of all program options.	• Provide the procedures for determining the field director's assigned time.
	• Identify one (1) field director.
	  ○ Assigned time cannot be distributed across multiple individuals.
	  ○ *Exception:* Collaborative programs may identify either one single field director representing all institutions; or one field director per institution. Collaboratives determine how to divide the field directors' assigned time to meet the standard.
	• The field director can be on a faculty, administrative, or staff line.
	• The program director may also fulfill the field director role, as long as they receive the required minimum assigned time for each role.
	• Field directors are not required to have a full-time appointment to the social work program unless they are identified as a one of the minimum faculty members for compliance with **AS B3.2.4**.
	  ○ However, the field director must have the full-time equivalent of at least 25% assigned time.
	• Explicitly address each program option.
	  ○ The assigned time is inclusive of all program options.
		• Prompts for procedures for determining the field director's assigned time:
		  ○ What is the step-by-step process from beginning to end?
		  ○ Who is involved in decision-making, review, and approval of assigned time?
		  ○ How often is the assigned time reviewed for sufficiency?
		  ○ For a field director that receives 100% assigned time for administrative leadership, what is the time, percentage, and calculation based on (e.g., workload policy)?
		• Examples of calculations using institutional workload policy:
		  ○ Field director teaches a 4/4 workload and is released from two (2) courses per semester (equating to 50%).
		  ○ Field director is released from the 20% research requirement, 5% service requirement, and one (1) course per semester (equating to 25%) to fulfill the 50%.
		• Example of assigned time distributed across the year:
		  ○ 40% assigned time in the fall term + 60% assigned time in the spring = 50% overall assigned time

Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options.	• Include a specific numerical percentage (X%) and show the calculation.
	  ○ All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation.
	  ○ Administrative functions cannot include teaching responsibilities (including field courses and field seminar).
	  ○ Assigned time can be distributed across the year.
	• Overload appointments are reviewed on a case-by-case basis.
	  ○ In such cases, programs determine for sufficiency of the field director's assigned time, including identifying if the overload appointment is temporary or permanent.
	• Explicitly address each program option.
	  ○ The assigned time is inclusive of all program options.
		• In such cases, that the field director also fulfills the program director role the following minimum time is required:
		  ○ *Baccalaureate programs:* 25% field director assigned time + 25% program director assigned time = 50% minimum assigned time
		  ○ *Master's programs:* 50% field director assigned time + 50% program director assigned time = 100% assigned time
		• Consider listing the field director's administrative duties to demonstrate compliance.
		  ○ The BOA and EPAS do <u>not</u> identify which field administrative tasks are acceptable for field directors.
		• Examples of sufficiency statements:
		  ○ "The program verifies the field director's time is sufficient."
		  ○ "The program finds that the field director's time is insufficient."
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS M3.3.5(c) is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 3

Narrative discusses that this time is sufficient for each program option.	• Discuss sufficiency of the field director's assigned time.
	  ○ Make an explicit statement/professional judgment about the sufficiency of the field director's assigned time.
	  ▪ If assigned time is distributed across the year describe sufficiency of assigned time each term the program is operating.
	  ▪ If assigned time is insufficient, address this in the narrative.
	• Explicitly address each program option.	

Accreditation Standard 3.3.6: The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.		
COMPLIANCE STATEMENT	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

<table>
<tr>
<td>Narrative describes the program's administrative structure for field education across all program options.</td>
<td>

Describe the program's field education administrative structure.

Include all administrative field personnel.

Explicitly address each program option.

</td>
<td rowspan="2">

Consider including a field education organizational chart.
Examples of sufficiency statements:

"The program verifies its field personnel, time, and technological resources are sufficient."
"The program finds its field personnel, time, and technological resources are insufficient."

Use subheadings to clearly address each component of the standard.

<hr>
Candidate Programs | AS 3.3.6 is reviewed for:

Draft at Benchmark 1 & 2
Compliance at Benchmark 3

</td>
</tr>
<tr>
<td>Narrative explains how the program's resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals for each program option.</td>
<td>

Describe field education personnel.

Make an explicit statement/professional judgment about the sufficiency of the program's field education personnel.

If resources are insufficient, address this in the narrative.

Describe time dedicated to field education.

Make an explicit statement/professional judgment about the sufficiency of the program's time dedicated to field education.

If resources are insufficient, address this in the narrative.

Describe field education technological support.

Make an explicit statement/professional judgment about the sufficiency of the program's field education technological support.

If resources are insufficient, address this in the narrative.

Explicitly address each program option.

</td>
</tr>
</table>

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

Accreditation Standard 3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS
Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals across all program options.	• Describe procedures for developing the budget. • Describe procedures for administering the budget. • Explicitly address each program option.	• *Fringe*: Any extra benefits supplementing an employee's salary (e.g., the full compensation package, which may include retirement contributions, insurance, tuition reimbursement, employee meal plans). • *Technological resources:* Any technology expensed by the social work program (e.g., which may include machinery, equipment, platforms, applications) • *Student financial aid:* Any student financial support expensed by the social work program that help make education more affordable (e.g., which may include scholarships, grants, stipends, work-study, loans, funds). • *Hard Money:* Reliable, stable, scheduled, and/or continuous stream of funds. Grants and other contingent funds are not hard money. • Step-by-step procedures for budget development may include:

Narrative includes a completed budget form for all program options.	• **REQUIRED FORM:** Complete and submit the Budget Form.
	• Baccalaureate and master's programs must submit separate a *Budget Form* reflecting their own expenses and budget line items.
	  ○ Institutional, college, school, or department-level budgets are unacceptable.
	• Do not include line items on the *Budget Form* that are not from the program's budget (e.g., institutional funds, endowment funds)
	  ○ Input "N/A" or "$0" for each line item on the *Budget Form* that is not within the program's budget.	

	▪ In the narrative, explain each "N/A" or "$0" line item. • Explicitly address each program option. o The required form must include budgetary information inclusive of all program options. o Do <u>not</u> submit separate budget forms for each program option.	o Timeline and frequency (e.g., each spring semester) o Administrators and faculty involved (e.g., program director, chair, dean, chief financial officer, provost, board of trustees) o Approval process • Step-by-step procedures for budget administration may include: o Implementing o Monitoring o Evaluating o Adjusting • Consider collaborating with institutional, school, or department-level finance personnel to complete separate budget forms for each program level (baccalaureate or master's). • Examples of sufficiency and stability statements: o "The program verifies financial resources are sufficient and stable." o "The program finds its financial resources are insufficient and unstable." • Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS 3.4.1 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
Narrative explains how the program's financial resources are sufficient and stable to achieve its mission and goals for each program option.	• Discuss financial **sufficiency** over the three-year span covered by the *Budget Form* o Provide two (2) or more examples of how the program's financial resources are sufficient to achieve its mission and goals. Linkages must be clear and explicit. o Make an explicit statement/professional judgment about the sufficiency of the program's finances. ▪ If finances are insufficient, address this in the narrative. • Discuss financial **stability** over the 3-year span covered by the budget form. o Provide two (2) or more examples of how the program's financial resources are stable to achieve its mission and goals. Linkages must be clear and explicit. o Make an explicit statement/professional judgment about the stability of the program's finances. ▪ If finances are unstable, address this in the narrative. o Discuss future stability of the budget within the larger context in which the program is situated. • Explicitly address each program option.	

Accreditation Standard 3.4.2: The program describes how it uses resources to address challenges and continuously improve the program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

Narrative describes how the program uses resources to address challenges and continuously improve the program for each program option.	• Program-specific (i.e., baccalaureate or master's) challenges must be described, not institutional or departmental.
	• Provide two (2) or more examples of challenges the social work program recently experienced.
	  ○ Describe how resources were used to address each challenge.
	  ▪ Resources include fiscal, personnel, time, technology, etc.
	  ○ Describe how using the resources to address the challenge improved the program.
	• Explicitly address each program option.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.4.2 is reviewed for:*
		• Draft at Benchmarks 1 & 2
		• Compliance at Benchmark 3

Accreditation Standard 3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

Narrative demonstrates that the program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals for each program option.	• Program-specific (i.e., baccalaureate or master's) resources must be described, not institutional or departmental.
	• Describe support staff.
	  ○ Make an explicit statement/professional judgment about the sufficiency of the program's support staff.
	  ▪ If resources are insufficient, address this in the narrative.
	• Describe other personnel.
	  ○ Make an explicit statement/professional judgment about the sufficiency of the program's other personnel.
	  ▪ If resources are insufficient, address this in the narrative.
	• Describe the technology.
		• Examples of sufficiency statements:
		  ○ "The program verifies its support staff, personnel, and technological resource are sufficient."
		  ○ "The program finds its support staff, personnel, and technological resource are insufficient."
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.4.3 is reviewed for:*
		• Approval at Benchmark 1
		• Compliance at Benchmark 3

	○ Make an explicit statement/professional judgment about the sufficiency of the program's technology. ▪ If resources are insufficient, address this in the narrative. • Explicitly address each program option.	
Accreditation Standard 3.4.4: The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program's mission and goals for each program option.	• **REQUIRED FORM:** Complete and submit the Librarian's Report Form. • Explicitly address each program option.	• Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.4.4 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 3.4.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program's mission and goals for each program option.	• Program-specific (i.e., baccalaureate or master's) resources must be described, not institutional or departmental. • Describe the office space. ○ Make an explicit statement/professional judgment about the sufficiency of the program's office space. ▪ If resources are insufficient, address this in the narrative. • Describe the classroom space.	• The standard is similar to conducting an environmental scan. • *Examples of computer-mediated access:* Devices, platforms, technology, learning management systems, shared networks, collaborative tools, online repositories/resources, etc. • Examples of sufficiency statements: ○ "The program verifies office space, classroom space, and computer-mediated access are sufficient."

	○ Make an explicit statement/professional judgment about the sufficiency of the program's classroom space. ▪ If resources are insufficient, address this in the narrative. • Describe computer-mediated access. ○ *Computer-mediated access:* Program faculty, staff, and students have electronic access to complete the work of the educational program, usually virtually or remotely. Technology, software, or platforms that facilitate learning and human communication through computers. ○ Make an explicit statement/professional judgment about the sufficiency of the program's computer-mediated access. ▪ If resources are insufficient, address this in the narrative. • Explicitly address each program option. ○ Online program options must address computer-mediated access.	○ "The program verifies it has sufficient computer-mediated access. As the program operates entirely online, office and classroom space do not apply." ○ "The program finds its office space, classroom space, and computer-mediated access are insufficient." • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.4.5 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
Accreditation Standard 3.4.6: The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.	• Describe how faculty, staff, and students access assistive technology. • Provide examples of the assistive technology available to faculty, staff, and students. • Explicitly address each program option.	• *Examples of the assistive technology:* Books on braille, audiobooks, screen reader technology, etc. • This information may be retrieved from student services, disabilities services, library services, etc. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.4.6 is reviewed for:* • Draft at Benchmark 1

		• Approval at Benchmark 2 • Compliance at Benchmark 3

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used, and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

Accreditation Standard 4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

• A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

• At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

• An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

• Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark. • An explanation of how the program determines the percentage of students achieving the benchmark. • Copies of all assessment measures used to assess all identified competencies.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

The program's assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs) for each program option.	• *Baccalaureate programs:* Submit a generalist practice assessment plan.
	• *Master's programs:* Submit separate assessment plans for generalist practice and each area of specialized practice.
	• Respond to each bullet point under **AS 4.0.1** to describe the assessment plan(s).
	  ○ If electing to include assessment plan matrices in table format, a narrative preceding the matrix addressing each bullet point under **AS 4.0.1** is required.
	• Explicitly address each program option.
		• **Student learning outcomes** are the stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum (pg. 21 of the EPAS).
		• **Simulated practice situations** are modalities that replicate practice situations to facilitate the demonstration of student competence (pg. 22 of the EPAS).
		• *Field personnel:* Any individuals that facilitate the field education experience. This may include, yet is not limited to: field director (regardless of their formal title), field liaisons, field instructors/supervisors, etc.
		• There are two distinct types of benchmarks:
		  ○ *Outcome measure benchmark:* The minimum acceptable score or higher on an identified measure.
		  ○ *Competency benchmark:* The percentage of students the program wants to achieve the minimum acceptable scores on all identified measures.
		• *Focus of this Standard*: *How competent are students on the basis of receiving the curriculum?*
		• **SAMPLE:** assessment plan matrix for AS 4.0.1.

Assessment of competence was done by program designated faculty or field personnel for all program options.	• Only faculty or field personnel can assess student demonstration of social work competencies for accreditation purposes. ○ If a field instructor does not meet the credentials and experience of **AS B/M2.2.9** (e.g., task supervisor), a field instructor that does meet the credentials and experience of **AS B/M2.2.9** (i.e., reinforcing the social work perspective), must assess or be jointly involved in the assessment of student competence. • Student self-assessment measures are not permitted. • Explicitly address each program option.	

Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any competencies added by the program.	• If a program elects to add additional competencies, they must be assessed and included in the assessment plan.
	• Programs select the data collection points.
	• Assess all students, sampling students is <u>not</u> permitted.
	• For competencies 6-9, it is <u>not</u> required to assess each the systems level (i.e., individuals, families, groups, organizations, and communities).
	  o Programs may elect to assess:
	  ▪ The competency as a whole, inclusive of all systems levels; or
	  ▪ One (1) or more systems levels.
	• Explicitly address each program option.
		o Consider including a matrix in table format.
		• The intent and purpose of the assessment plan matrix is different than the curriculum matrix (**AS B2.0.3**; **AS M2.0.3**; and **AS M2.1.4**.
		  o The assessment plan matrix details how the program is measuring competency-based student learning outcomes.
		  ▪ Assessment Plan = demonstrating/assessing competence
		  o The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency, dimension, and/or system-level which all students are learning in the classroom.
		  ▪ Curriculum Matrix = Curriculum Matrix = guaranteeing/delivering consistent content
		  o It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded measure model.
		• Programs may elect a formative and/or summative assessment approach.
		  o *Formative:* Assess student development of competency throughout the length of the program (e.g., each semester).
		  o *Summative:* Assess student achievement of competency in the final year or semester of the program.
		• *Example:* A master's program with 3 specializations presents an assessment plan including:
		  o 2 generalist measures
		  o 6 specialized measures (2 measures per each of the 3 specializations)
		  o 8 total measures
		• The following measures may be used for internal quality assurance purposes, yet should not be

Program provides at least two measures to assess each competency, including any competencies added by the program for all program options.	• Assess each generalist (*baccalaureate and masters programs*) and specialized (*master's programs*) competency twice minimally.
	  o At least two (2) measures must assess generalist competencies as written in the 2015 **EPAS**.
	  o At least two (2) measures must assess specialized competencies as written by the program (per **AS M2.1.3**).
	  ▪ At least two (2) measures per specialization must be selected.
	• Programs have autonomy to select a minimum of two (2) measures per competency.
	  o Programs are responsible for ensuring that their chosen measures fulfill the requirements of the 2015 **EPAS**.
	  o The BOA does <u>not</u> endorse third-party, commercial, standardized, or customized assessment instruments and packages. Although the BOA does not prohibit the use of these commercial packages, it is the responsibility of programs to use assessment	

	plans with assessment measures that are compliant with the 2015 **EPAS**.
	• Two (2) measures must include:
	  ○ One measure must assess student competency demonstration in *real or simulated practice situations*.
	  ○ One measure must assess student competency demonstration elsewhere the program chooses.
	  ▪ It is <u>not</u> required to assess behaviors via this second measure.
	• Programs must use two (2) distinct/unique measures to assess each competency.
	  ○ It is insufficient to only use one measure to assess competence at two points in time (e.g., a mid-term and final field evaluation).
	  ○ Both measures may be field-related, yet each must be a distinct instrument.
	• Explicitly address each program option.
		included in the assessment plan nor submitted in accreditation documents for compliance purposes:
		  ○ Student self-assessments
		  ○ Assessment of student competence by any other non-faculty or non-field personnel (e.g., staff, community members/local social workers)
		  ○ Students and field personnel may jointly discuss and identify a course grade to reflect the student's academic performance, yet assessment of competence must be completed by faculty or field personnel. Student self-assessment scores should not be included in the field personnel's assessment of their demonstration of competency.
		• *Example measures:*
		  ○ Field evaluations
		  ○ Course-embedded measures (e.g., key or signature assignments)
		  ○ End-of-year exams
		  ○ Comprehensive exit exams
		  ○ Capstone and senior seminar assignments (e.g., papers, presentations)
		  ○ Portfolios
		• *Example of two (2) distinct field measures:*
		  ○ Field evaluation completed by field instructor
		  ○ Field-based case study completed by the field liaison/seminar instructor
		• *Outcome measure benchmark examples:* 4 out of 5 points, 12 out of 15 correct, etc.
		• *Competency benchmark example:* 90% of students will score of 4 out of 5 on their field measure and 12 out of 15 correct on the exam questions related to competency 1.
		• Consider the following benchmark rationale prompts:

At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program options.	• One measure must assess student competency demonstration in *real or simulated practice situations*.
	• Real or simulated practice measures (e.g., field instruments) cannot include "Not Applicable (N/A)" or "No Opportunity (N/O)" categories on the rating scale.
	  ○ Students must have opportunities to demonstrate all competencies and behaviors.
	• Behaviors must be listed on *real or simulated practice* measures.
	  ○ For generalist practice, programs must use all behaviors exactly as written in the **2015 EPAS** and may choose to develop additional behaviors that represent observable components of each competency and integrate	

	dimensions (i.e., knowledge, values, skills, and cognitive/affective processes). ○ For specialized practice, programs must develop specialized behaviors that represent observable components of each specialized competency and integrate dimensions (i.e., knowledge, values, skills, and cognitive/affective processes) per **AS M2.1.3**. ○ *Programs choose between two options:* ▪ Assessing individual behaviors and collecting behavior-level scores/data; or ▪ Assessing competencies based on the listed behaviors and collecting competency-level scores/data. • Explicitly address each program option.	○ What is the significance of the benchmark? Explain why the number is meaningful to measuring student learning and program outcomes. ○ What does the benchmark represent? ○ What information did you base the benchmarks on? • Consider setting outcome measure benchmarks and competency benchmarks that are realistic, yet aspirational. • Prompts for competency-based criteria: ○ What exactly must the student demonstrate/show the assessor to indicate competence? What must be observed by the assessor? ○ What earns a high score, middle score, or low score? ○ Criteria may be sourced from competency descriptive paragraphs, behaviors, key words from course-embedded measure descriptions, etc. • For course-embedded measures: ○ On the instrument, consider labeling each rubric line item indicating the competency assessed via that line item. • *Cascade effect:* When **AS 4.0.1** is cited by the BOA, **AS 4.0.2**, **AS 4.0.3**, and **AS 4.0.4** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS 4.0.1 is reviewed for:* • Draft at Benchmark 1 • Approval at Benchmark 2
Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes) for all program options.	• Assess a minimum of two (2) dimensions per competency and one (1) per measure. • Explicitly address each program option.	
Narrative includes benchmarks for each competency for all program options.	• Identify each: ○ Outcome measure benchmark ○ Competency benchmark • Programs have autonomy to set their outcome measure benchmarks and competency benchmarks. • Explicitly address each program option.	
Narrative includes a rationale for each	• Provide a logical rationale for each outcome measure benchmark.	

benchmark across all program options.	• Provide a logical rationale for each competency benchmark. • Explicitly address each program option.	• Compliance at Benchmark 3
Narrative includes a description of how it is determined that students' performance meets the benchmark for all program options.	• Describe the process for determining whether each student meets each outcome measure benchmark. • Explicitly address each program option.	
Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark for all program option.	• Describe the calculation process and formula for determining the percentage of students achieving each competency benchmark, inclusive of all measures for that competency. • Explicitly address each program option.	

Program provides copies of all assessment measures used to assess all identified competencies for all program options.	• Assessment must be conducted consistently for all students via the same measures and rubrics.
	• Include full copies of all assessment measures in response to this standard, <u>not</u> in appendices or other volumes.
	• Measures must include specific competency-based assessment criteria (e.g., behaviors, rubric line items, demonstratable components of the competencies).
	  ○ Measures assessing more than one competency must have distinct criteria to uniquely assess each competency.
	• For course-embedded measures:
	  ○ Provide a copy of the assignment.
	  ▪ The assignment is the written instructions given to students to complete the assignment.
	  ▪ Typically located in a syllabus or separate document explaining the purpose, parameters, components, and requirements of the assignment.
	  ○ Provide a copy of the scoring rubric.	

	▪ The rubric is table, chart, or scoring sheet explaining to the students how they will be scored on each competency-based criterion demonstrated by completing the assignment components. o Do <u>not</u> include items that do not directly assess the competency (e.g., APA formatting, timely submission, grammar). • For group project measures: o Identify one or more project components for faculty to assess each individual student's competence. • For exam measures: o Delineate which questions assess each competency. o Submit an answer key. • For portfolio measures: o Provide a copy of the assignment for the overall portfolio, <u>not</u> the individual assignments, evidence, or artifacts that comprise the portfolio. ▪ Individual assignments, evidence, or artifacts may be consistent or different across all students. ▪ Students may compile their own portfolio artifacts; similar to how a student may select their own topic for paper or assignment. ▪ Alternatively, the program may require students input specific artifacts be into the portfolio. o Provide a copy of the scoring rubric that includes consistent competency-based criteria for assessment. • Explicitly address each program option.	

	○ Programs may elect to use the same or different assessment plans per each program option.	
Accreditation Standard 4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
Narrative provides the program's most recent year of summary data and outcomes for the assessment of each of the identified competencies for each program option.	• Provide the most recent set of outcomes/data from the plan described in **AS 4.0.1**. ○ Outcomes/data must be current or prior, yet still recent. ○ Only report the most recent data set. Two (2) years of data or longitudinal data is not required. ○ Data points are not required to be collected from the same academic year. ○ Data points are not required to reflect the same set of students assessed. • *For master's programs only:* Present and clearly label separate outcomes/data for generalist practice and each area of specialized practice. • Include only social work students in the outcomes/data. ○ If students are assessed in cross-listed or interdisciplinary courses, present the data for social work students only. • Programs have autonomy to determine the student-level data that comprises the final percentage of students attaining competency. ○ Programs can choose to include or exclude data for students that dropped a class, did not complete an assessment due to extenuating circumstances, etc. ○ Sampling is not permitted.	• **SAMPLE:** Format for reporting all data for AS 4.0.2. • Consider describing the findings competency-by-competency. ○ Findings can be captured in a table format. ○ If a table is used, provide a brief accompanying narrative explaining organization, content, and how to read/interpret the table. • For accreditation purposes, non-social work students enrolled in social work courses (e.g., interprofessional education) are not included in the data because programs are assessing student competence for professional social work practice. ○ Only students enrolled in the social work program and preparing for practice must be assessed and competency-based outcomes reviewed to inform the program's efficacy/continuous improvement. • The following measures may be used for internal quality assurance purposes, yet the resulting data should not be included in the calculations submitted in accreditation documents for compliance purposes: ○ Student self-assessments ○ Assessment of student competence by any other non-faculty or non-field personnel (e.g., community members/local social workers)

	○ Provide a brief explanation when number of students assessed (i.e., n=#) varies between instruments. • Programs are not required to meet their benchmarks. ○ When benchmarks are not met, discuss the plan to make data-based changes in response to **AS 4.0.4**. • Explicitly address each program option. ○ Present program option-level data for each program option. ○ Present program option-level data for each program option, aggregated to include all program options. ○ Programs must delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.	○ Students and field personnel may jointly discuss and identify a grade to reflect the student's academic performance, yet assessment of competence must be completed by faculty or field personnel. Student self-assessment scores should not be included in the field personnel's assessment of their demonstration of competency. • The number of students assessed (i.e., n = #) may differ per measure due to variance in data collection points, formulas, calculations, and data collection issues (e.g., missing or omitted scores). • *For multiple program options:* When students enroll in courses across multiple program options, delineate data by the program option where each student receives the majority (51% or more) of their social work curriculum. • *Cascade effect:* When **AS 4.0.2** is cited by the BOA, **AS 4.0.1**, **AS 4.0.3**, and **AS 4.0.4** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard.
Narrative specifies the percentage of students achieving program benchmarks for each program option.	• Programs have autonomy to determine their formula/calculation method for determining the percentage of students attaining competency. ○ Provide the formula. ○ Show the calculation/math. ○ Programs may weight outcome measures differently. • Present data in percentages (%). ○ Do not present data in averages/means (i.e., average percentage of students attaining competency). ▪ Means can skew data due to outliers. ○ Data must be presented as the percentage of students attaining the benchmarks. ○ The percentage of students attaining the competency benchmark is inclusive of all identified measures for that competency (e.g., Measure 1 + Measure 2/2 = Total % of Students Achieving Competency). • Present all data by the BOA's final decision phase.	**Candidate Programs**	*AS 4.0.2 is reviewed for:* • Draft at Benchmark 1 & 2 • Compliance at Benchmark 3

	○ If data is incomplete, partial, or missing for one or more program options, the BOA may choose a variety of decision types including but not limited to deferral, progress report, etc. ○ *For programs under review for an Initial Accreditation decision:* If the program documents they will graduate their first cohort of students within 1-year, the program may be granted initial accreditation with a progress report. ▪ In such cases, the program is permitted up to 1-year to collect and present assessment outcomes/data. • Programs present multiple levels of data: ○ Behavior-level data (<u>if</u> collected via the real or simulated practice measure). ○ Competency-level data for each measure. ○ Competency-level data, aggregated to include all outcome measures. ○ Program option-level data for each program option. ○ Program option-level data for each program option, aggregated to include all program options. • Explicitly address each program option in response to each standard. ○ Present program option-level data for each program option. ○ Present program option-level data for each program option, aggregated to include all program options.	
Accreditation Standard 4.0.3: The program uses *Form AS 4(B)* and/or *Form AS 4(M)* to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.		

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	TIPS

The program uses *Form AS 4(B)* and/or *Form AS 4(M)* to report its most recent assessment outcomes for each program option to constituents and the public.	• **REQUIRED FORM:** Complete and submit *Form AS 4(B)* or *Form AS 4(M)* to report competency-based outcomes.
	  ○ Baccalaureate programs use *Form AS 4(B).*
	  ○ Master's programs use *Form AS 4(M).*
	• Input the most recent set of outcomes/data into the form, as reported in **AS 4.0.2.**
	  ○ Outcomes/data must be current or prior, yet still recent.
	  ○ Only report the most recent data set. Two (2) years of data or longitudinal data is not required.
	  ○ Data points are not required to be collected from the same academic year.
	  ○ Data points are not required to reflect the same set of students assessed.
	  ○ Provide a brief explanation when number of students assessed (i.e., n=#) varies between instruments.
	• Include only social work students in the outcomes/data.
	  ○ If students are assessed in cross-listed or interdisciplinary courses, present the data for social work students only.
	• The number of students assessed (i.e., n = #) must be published for programs of all sizes.
	• Present all data by the BOA's final decision phase.
	  ○ On the required form, the percentage of students attaining the competency benchmark is inclusive of all identified measures for that competency (e.g., Measure 1 + Measure 2/2 = Total % of Students Achieving Competency).
	  ○ If data is incomplete, partial, or missing for one or more program options, the BOA may
		• Regularly informing the public of assessment outcomes is a requirement of the Council for Higher Education Accreditation (CHEA) who recognizes CSWE's BOA as the sole accreditor for social work education in the U.S. and its territories.
		• For accreditation purposes, non-social work students enrolled in social work courses (e.g., interprofessional education) are not included in the data because programs are assessing student competence for professional social work practice.
		  ○ Only students enrolled in the social work program and preparing for practice must be assessed and competency-based outcomes reviewed to inform the program's efficacy/continuous improvement.
		• The following measures may be used for internal quality assurance purposes, yet the resulting data should not be included in the calculations submitted in accreditation documents for compliance purposes:
		  ○ Student self-assessments
		  ○ Assessment of student competence by any other non-faculty or non-field personnel (e.g., community members/local social workers)
		• *Example of calculating 2-years for posting Form AS4:* If a program posted data from Fall 2021 and Spring 2022 in September 2022, then the program would be due to post data again at the end of Spring 2024.
		• The number of students assessed (i.e., n = #) may differ per measure due to variance in data collection points, formulas, calculations, and data collection issues (e.g., missing or omitted scores).

	choose a variety of decision types including but not limited to deferral, progress report, etc.
	• Programs have autonomy to determine their calculation method/formula for determining the percentage of students attaining competency.
	• Present data in percentages (%).
	  ○ Do <u>not</u> present data in averages/means (i.e., average percentage of students attaining competency).
	  ▪ Means can skew data due to outliers.
	  ○ Data must be presented as the percentage of students attaining the benchmarks.
	• Programs are <u>not</u> required to meet their benchmarks.
	  ○ When benchmarks are not met, discuss the plan to make data-based changes in response to **AS 4.0.4**.
	• Embed a copy of *Form AS 4(B)* or *Form AS 4(M)* directly in the accreditation document.
	• Identify and list the program's constituencies, which always includes the public.
	• Explicitly address each program option.
	  ○ If the program only has one (1) program option, complete the "Program Option 1" column. The additional "Program Option" columns and "Aggregate" column are <u>not</u> applicable and can be deleted.
		○ In such cases, a brief explanation is required when number of students assessed (i.e., n=#) varies between instruments.
		• *For multiple program options:* When students enroll in courses across multiple program options, delineate data by the program option where each student receives the majority (51% or more) of their social work curriculum.
		• *Cascade effect:* When **AS 4.0.3** is cited by the BOA, **AS 4.0.1**, **AS 4.0.2**, and **AS 4.0.4** are frequently cited due to the integration of these standards.
		• Use subheadings to clearly address each component of the standard.
		
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		Candidate Programs | *AS 4.0.3 is reviewed for:*
		• Draft at Benchmark 1 & 2
		• Compliance at Benchmark 3

The program updates *Form AS 4(B)* and/or *Form AS 4(M)* on its website with the most recent assessment outcomes for each program option.	• Submit an active hyperlink to the social work program's website to verify routine posting of *Form AS 4(B)* or *Form AS 4(M)* for constituents and the public.
	  ○ The hyperlink must <u>not</u> lead directly to file (e.g., .pdf or other file type).
	  ○ Submitting a file link does <u>not</u> provide evidence that the form is readily accessible on the program's website.	

	○ BOA and accreditation staff must be able to easily verify the public-facing location where the form is posted and will not search websites for the form. • The form posted on the program's website must exactly match the form submitted in the accreditation document. • Explicitly address each program option.	
The program updates the *Form AS 4(B)* and/or *Form AS 4(M)* minimally every 2 years for each program option.	• Identify the frequency at which the program updates and posts *Form AS 4(B)* or *Form AS 4(M)* on the program's website. ○ The frequency must not exceed two (2) years. • Data on *Form AS 4(B)* or *Form AS 4(M)* must be collected within two (2) years at all times. ○ The two (2) years is calculated from the date the data was collected, not the date the program posted the form. • If programs use a cohort model and only admit students every three (3) years, it is permissible to post assessment outcomes for those cohorts only every three (3) years. • Explicitly address each program option. ○ Programs must report data for each program option as well as the aggregate of all program options.	
Accreditation Standard 4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**
The narrative describes the process used to evaluate outcomes for each program option.	• Describe the process for reviewing competency-based student learning outcome data to inform programmatic renewal and changes. • Explicitly address each program option.	• What process or mechanism is employed to formally review the assessment findings and make data-based decisions to continuously improve the program?

<table>
<tr>
<td>The narrative describes the implications for program renewal across all program options.</td>
<td>

Discuss two or more aspects of the explicit curriculum that are strengths and can be renewed with minimal or no changes.

Cite the specific data to explicitly link to the assessment outcomes/findings.

Descriptions of renewals must include details to understand the specific strengths to renew.
Explicitly address each program option.

</td>
<td rowspan="2">

How do decision-makers determine the meaning of the data and implications of the findings?
How are decisions made to modify the program based on the data?
Examples include review of data and decision-making via: program administrators, faculty committee(s), discuss at faculty retreats, sharing with student governance groups for feedback, community or field advisory boards reflections, etc.

How is the program using data to make enhancements to the curriculum and improve competency-based student learning outcomes?
Example changes:

Course modifications
Curriculum design adjustments
Training enhancements

Example changes when all benchmarks are met:

Integrate, revise, or expand assessor training to support consistency of student review
Retrain faculty and field instructors on rigorous assessment practices and use of rating scales to consistently assess student competence
Review and alter instruments, rubric line items/criteria, methods of assessment, and/or data collection points
Redefine and/or expand explanation of each rating criterion (e.g., Likert scale criterion constituting score/level of competence)
Change one instrument used to assess one or more competencies; then, compare data from initial and new instrument to determine most accurate measure of student competence
Raise benchmark

</td>
</tr>
<tr>
<td>The narrative discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data for each program option.</td>
<td>

Programs are <u>not</u> required to meet their benchmarks.
When benchmarks are met, discuss data-informed changes made or provide a rationale and the implications for ongoing program renewal.
When benchmarks are <u>not</u> met, discuss data-informed changes made.

Discuss two or more aspects of the explicit curriculum that require further development and will be changed to improve competency-based student learning outcomes.

Cite the specific data to explicitly link to the assessment outcomes/findings.
Changes can be minor or major.
Changes must reflect active and intentional progress toward improving competency attainment.
It is insufficient to only discuss adjusting benchmarks.

Descriptions of specific changes must include details to understand the specific plans to improve the program.

Explicitly address each program option.

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		○ Gather and integrate student feedback on the effectiveness of the curriculum to learn and retain competence • Example 1 of verbiage for a specific change: This [change] in this [course] is intended to improve [competency #] as only [%] of students attained competency compared to the [%] benchmark as desired. ○ Example: The program made a modification to a policy assignment in SW 305: Social Policy Advocacy, requiring students to contact a state or federal representative to advocate for a social policy and complete a policy brief, after the data revealed that only 82% of students met the competency benchmark (85%). • *Cascade effect:* When **AS 4.0.4** is cited by the BOA, **AS 4.0.1**, **AS 4.0.2**, and **AS 4.0.3** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS 4.0.4 is reviewed for:* • Draft at Benchmark 1 (Process Only) • Approval at Benchmark 2 (Process Only) • Draft at Benchmark 2 (Implications for Renewal and Data-based Changes) • Compliance at Benchmark 3 (Complete Standard)
Accreditation Standard 4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in **EP 4.0** from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.		
COMPLIANCE STATEMENTS	**BOA INTERPRETATIONS & WRITING CHECKLIST**	**TIPS**

For each program option, the narrative provides the program's plan for assessing the implicit curriculum, including program-defined stakeholders.	• Assessment must occur at the program-level, not at the department- or institution-level. A program-specific plan must be presented.
	• Assess at least one (1) area of the implicit curriculum as defined in **EP 4.0** (e.g., diversity, student development, faculty, administrative and governance structure, resources).
	• Explicitly state the implicit curriculum area(s) assessed.
	  ○ The implicit curriculum area(s) assessed must be clearly connected to the implicit curriculum definition (pg. 14, EPAS).
	• *Optional:* Assessing different implicit curriculum area(s) annually is permitted.
	• Qualitative, quantitative, or mixed methods measures are permitted.
	• Evaluations of job placement rates and graduation or admissions rates may be considered implicit curriculum assessment measures if the program provides narrative clearly connecting the measure to the implicit curriculum definition (pg. 14, EPAS).
	• Student feedback measures requesting students evaluate, rate, or rank implicit curriculum area(s) are permitted.
	  ○ Student self-assessment of competence is not an implicit curriculum measure.
	• Explicitly state which stakeholder group(s) is assessing the implicit curriculum.
	  ○ Stakeholders include: students, staff, faculty, administrators, alumni, field instructors, committees, community advisory board members, etc.
	• *Optional:* Sampling is permitted.
	• Explicitly address each program option.
		• **Implicit curriculum** refers to the learning environment in which the explicit curriculum is presented.
		  ○ It is composed of the following elements:
		  ▪ the program's commitment to diversity;
		  ▪ admissions policies and procedures;
		  ▪ advisement, retention, and termination policies;
		  ▪ student participation in governance;
		  ▪ faculty;
		  ▪ administrative structure; and
		  ▪ resources.
		  ○ The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources.
		  ○ The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development.
		  ○ The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates.
		  ○ Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program (pg. 14 of the EPAS).

	○ Programs may elect to use the same or different assessment plans per each program option.	• New standard in the 2015 **EPAS**. • Focus on the implicit curriculum (learning environment) beyond the formal curriculum design. • Consider assessing the program's efficacy/implementation of one (1) or more standards in section **AS 3** (implicit curriculum). • Do <u>not</u> focus on the explicit curriculum (e.g., coursework, competencies, behaviors, dimensions, student learning outcomes). • Example measures include: ○ Exit surveys ○ Interviews ○ Focus groups ○ Alumni surveys ○ Culture/climate surveys ○ Strategic planning process data collection • *Optional:* Consider including copies of the implicit curriculum measure(s)/instrument(s). ○ Measures featuring both implicit and explicit curriculum questions must clearly identify the implicit curriculum questions. • When describing the implicit curriculum assessment plan, consider including: ○ What specific implicit curriculum area(s) are assessed? ○ When, where, and how is it assessed? ○ Who (which stakeholder group) is providing feedback? ○ Who (which program personnel) administers the assessment? ○ Which instrument(s) is used? • Discuss how the program has proactively improved based on its findings. ○ *Renewals:* what are areas of strength to continue?
For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders.	• Assessment must occur at the program-level, not at the department- or institution-level. • Qualitative and/or quantitative summary data must be provided. ○ It is insufficient to only provide an executive summary without data. • *Optional:* If a different implicit curriculum area is assessed annually, the program presents its most recent data. Data spanning multiple years is <u>not</u> required. • Explicitly address each program option.	
For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes.	• Program-specific implications for renewal and changes must be presented, not department- or institution-level renewals and changes. • Discuss which aspects of the implicit curriculum are strengths and can be renewed with minimal or no changes. ○ Cite the specific data to explicitly link to the assessment outcomes/findings. • Discuss which aspects of the implicit curriculum require further development and will be changed to improve the program. ○ Cite the specific data to explicitly link to the assessment outcomes/findings. • Programs may discuss changes to the explicit curriculum, based on implicit curriculum assessment findings. • Descriptions of renewals and specific changes must include details to understand the specific plans to improve the program. • If no changes are reported, provide a rationale for this decision. • Explicitly address each program option.	

		○ *Specific Changes:* what are areas that need modification, further development, or changes? • Example changes include: ○ Course modifications ○ Training enhancements ○ New extracurricular offerings ○ Resource enhancements ○ Policy and procedure changes ○ New events, conferences, speaker series, initiatives, student organization projects, ○ Investment in culture/climate work ○ Adjustments to strategic planning goals ○ New scholarship programs ○ New community partnerships • *For multiple program options:* When students enroll in courses across multiple program options, delineate data by the program option where each student receives the majority (51% or more) of their social work curriculum. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.0.5 is reviewed for:* • Draft at Benchmark 1 (Plan Only) • Approval at Benchmark 2 (Plan Only) • Compliance at Benchmark 3 (Complete Standard)



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