Council on Social Work Education

Board of Accreditation
Department of Social Work Accreditation

2022 EPAS | INTERPRETATION GUIDE

for Baccalaureate and Master's Social Work Programs
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This official companion document to the 2022 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.

As baccalaureate and master's social work education programs continue 2022 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.

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.

How to Use This Guide:

- Use the table of contents 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 that the narrative fails to clearly address one or more components of the standard.

Please Note:

- Accreditation information is subject to change. This guide will be periodically updated by the BOA and DOSWA.
- 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.
- Always confirm that the program utilizes the most current version of this document when implementing the 2022 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 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 and one public member. BOA members are volunteers with a minimum of five (5) years teaching in social work education, have completed at least three (3) accreditation site visits, have active CSWE membership, and are appointed to three (3) 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 2022 EPAS.

2022 EPAS INTERPRETATIONS

Grid Navigation Key

Educational Policy
Accreditation Standard (AS)

COMPLIANCE STATEMENTS	BOARD OF ACCREDITATION (BOA) INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
Compliance statements are criteria used by the BOA to evaluate the program's written narrative for compliance with the accreditation standard.	• *Interpretations* are bulleted. ○ *Interpretations* further clarify the BOA's required expectations for programs to meet each accreditation standard. ☐ The *writing checklist* is identified by checkboxes that provide guidance for developing clear and concise narratives to demonstrate compliance in accreditation documents. ☐ Unless otherwise specified in the accreditation standard, compliance statements, and/or interpretations, accreditation documents must be written in **present tense** and evidence current compliance. Documents must not project future compliance nor describe past compliance. ☐ Candidate programs may write in future tense *only* in response to developmental standards. The bullet points and checkboxes comprise the exact *compliance rubric* the BOA uses to evaluate program compliance.	• **Definitions** of uncommon words within each standard are linked to the glossary in this column. • 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

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

Purpose
The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally

Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.

Program Context
Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0 — Program Mission

Accreditation Standard 1.0.1: The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with accredited baccalaureate and master's programs have a separate mission statement for each program.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program provides the program-level 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
		• **Definitions:**
		  ○ Anti-oppression
		  ○ Anti-racism
		  ○ Diversity
		  ○ Environmental Justice
		  ○ Purpose

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	doctorate) must have distinct mission statements with language unique to each program level. • It is insufficient to only provide a school, college, or department-level mission statement only.	○ Values • Programs develop the content of their mission statement. ○ *For baccalaureate programs:* Consider the profession's purpose, profession's values, program's context, and generalist practice definition (**EP 3.1**). ○ *For master's programs:* Consider the profession's purpose, profession's values, program's context, generalist practice definition (**EP 3.1**), and specialized practice (**EP M3.2**). • **AS 1.0** is focused on explaining consistency with the content, language, and verbiage of the program's mission statement. • **AS 1.0** does not focus upon explaining consistency with curricular offerings, programmatic features, and program operations. • Consider **bolding**, underlining, *italicizing*, etc. the elements of the mission statement that align with elements of the profession's purpose and values to identify language consistencies. • *Cascade effect:* When **AS 1.0.1** is cited by the BOA, **AS 1.0.2** is frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard.
b. The program describes how the program's mission statement is consistent with the profession's purpose and values, as described in ***Educational Policy 1.0.***	☐ Explain the consistency between the program's mission statement and each of the profession's purpose and profession's values themes. ☐ Connect mission statement language with each of the four (4) themes. ☐ Theme #1: Core Values and Ethical Principles ☐ Theme #2: Human and Societal Well-Being ☐ Theme #3: Knowledge and Ways of Knowing ☐ Theme #4: Human Rights and Justice ☐ Identify clear and explicit linkages by discussing *how* each theme is consistent with language quoted from the program's mission statement. • Theme #1: Core Values and Ethical Principles ○ *These emphasize the ethical foundations of social work, grounding practice in respect, justice, and relational integrity.* ○ Valuing service ○ Valuing social justice ○ Valuing dignity & worth of the person ○ Valuing importance of human relationships ○ Valuing integrity ○ Valuing competence ○ Valuing human rights • Theme #2: Human and Societal Well-Being	**Candidate Programs**	*AS 1.0.1 is reviewed for:* • Approval at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ *These highlight the central goals of advancing well-being across multiple levels (individual to global) and using holistic perspectives.* ○ Promote human, community, organizational, & societal well-being ○ Enhancement of life for all people in their environments, locally & globally ○ Person-in-environment framework ○ Global perspective • Theme #3: Knowledge and Ways of Knowing ○ *These underscore the role of evidence, research, and multiple knowledge systems in guiding effective and evidence-based practice.* ○ Knowledge based on scientific inquiry & other ways of knowing ○ Valuing scientific inquiry • Theme #4: Human Rights and Justice ○ *These affirm commitments to human rights and justice as essential priorities in addressing oppression and structural barriers.* ○ Respect for human diversity ○ Elimination of poverty ○ Creation of conditions that facilitate the realization of human rights ○ Quest for social, racial, economic, & environmental justice	
c. The program addresses all program options.	☐ Explicitly address each program option.	

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

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program describes its context, including a description of its program options.	☐ Describe the program's overall context.
	☐ List each program option.
	☐ Describe each program option's context.
		• **Definition:** Context
		• **AS 1.0** is focused on explaining consistency with the content, language, and verbiage of the program's mission statement.
		• **AS 1.0** does not focus upon explaining consistency with curricular offerings, programmatic features, and program operations.
		• 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:**
		• *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

b. The program describes how the program mission statement is consistent with the program's context, as described in ***Educational Policy 1.0.***	☐ Quote the program's full mission statement.
	☐ Explain the consistency between the program's mission statement and the program's context.
	  ☐ Connect elements of the program's mission statement to elements of the program's context.
	  ☐ Identify clear and explicit linkages.
	  ☐ Discuss *how* these areas are consistent.	

c. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ 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) ○ 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?*

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ 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

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ 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

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		• Consider **bolding**, underlining, *italicizing*, etc. the elements of the program's mission statement that align with elements of the program's context to identify consistencies. • *Cascade effect:* When **AS 1.0.2** is cited by the BOA, **AS 1.0.1** is also 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 • Approval at Benchmark 2 • Compliance at Benchmark 3

Educational Policy 2.0 — Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

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

Accreditation Standard 2.0 — Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Accreditation Standard 2.0.1: The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in ***Educational Policy 2.0.***	☐ Identify specific and **continuous** efforts within the explicit curriculum that address each of the following areas: ☐ Anti-racism ☐ Diversity ☐ Equity ☐ Inclusion	• **Definitions:** ○ Anti-oppression ○ Anti-racism ○ Diversity ○ Equity ○ Explicit Curriculum ○ Inclusion ○ Intersectionality

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Clearly and explicitly address <u>each</u> ADEI area. ☐ *Baccalaureate programs:* Identify explicit curriculum efforts for each ADEI area for: o Generalist practice ☐ *Master's programs:* Identify explicit curriculum efforts for each ADEI area for both: o Generalist practice o Each area of specialized practice • Programs select the number of efforts. o Multiple ADEI areas may be connected to a single effort because the ADEI areas are holistic and integrated. • Specific and continuous (ongoing) efforts are required; **one-time events alone are <u>not</u> accepted**. • Efforts must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level. o If collaborations with the institution and/or other departments are discussed, then identify the social work program's active role in those efforts. • It is insufficient to only report ADEI-related course descriptions.	• *Focus of this standard:* What intentional efforts are made throughout the curricula (classroom and field settings) to prioritize ADEI. o Select efforts that prioritize and maximize attention to ADEI in the classroom or field settings. o Consider breadth, depth, and scope across the program. • Programs can select their own terminology to describe ADEI (e.g., access, opportunity, belonging, fairness, openness, respect). • Consider discussing how students are prepared to work across system levels (i.e., individuals, families, groups, organizations, and communities) with a variety of clients, constituents, and communities. • It is helpful to select efforts from across the curriculum. • Examples of specific and continuous explicit curriculum ADEI efforts: o Course-based activities ▪ Activities to establish cohort norms/ expectations for inclusive classroom behaviors (verbal and nonverbal) ▪ Structured ADEI dialogue/discourse ▪ Assignments focused on learning about White supremacy, positionality, power, privilege, and difference ▪ In-class activities focused on intersectionality and developing cultural humility/competency ▪ Exercises exploring current issues impacting clients and communities (e.g., trans inclusion, antisemitism, indigenous sovereignty, ableism)
b. The program addresses all program options	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		▪ Classroom organizing to dismantle oppressive policies ▪ Projects on dismantling oppressive systems ▪ Storytelling projects and displays (e.g., photovoice) ▪ Dialogue skills training ▪ Hosting guest speakers/panels ▪ Designated class time to honor, reflect upon, or discuss current or historical events ▪ Teaching ADEI concepts and theories (e.g., generational trauma, oppressive policymaking) ▪ Film or documentary screenings o Field-based activities ▪ Reflective exercises on practice with historically and currently oppressed populations o Offering a specialization, track, focus, or certificate program focused on ADEI concepts (e.g., anti-oppressive practice) o Requiring only the minimum number of field hours (i.e., 400 for BSW students; 900 for MSW students; 500 for advanced standing students) o Implement policies permitting employment-based field placements o Teaching courses in local languages (e.g., Native language, Spanish) o Study abroad social work courses and/or field placements o International course partnerships and projects o Readings from the global majority o Majority of authors in each syllabus have diverse identities and perspectives

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Field education orientation ○ Field instruction orientation, trainings, and professional development opportunities, and continuing dialogue with field education settings ○ Diversity of field instructors ○ Diversity of field placement settings ○ Students placed only at settings that provide services to diverse populations (e.g., providers must accept Medicare/Medicaid) ○ Offering field placement settings with evening and/or weekend options for nontraditional students ○ Curriculum design frameworks/pedagogies (e.g., each class includes one activity on anti-oppressive social work practice, cultural humility, land-based learning, indigenous pedagogies) ○ Flexible plans of study (e.g., weekend, evening, or night courses) ○ Statements and land acknowledgements in syllabi ○ Accessible course materials and platforms using universal design principles ○ Teaching ADEI concepts via simulations, virtual reality, and/or artificial intelligence ○ Offering education pathways or courses to students that are incarcerated ○ Neuro-inclusive teaching techniques ○ Gender inclusive language in all syllabi ○ Faculty trainings and professional development opportunities ▪ Universal design principles ▪ Belonging in the classroom ▪ Inclusive teaching techniques

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

		• Programs may identify efforts that are also identified on the program's curriculum matrix (AS 3.1.2 and AS M3.2.4).
		  ○ Explain how these efforts are continuous and prioritize ADEI in the explicit curriculum.
		• Consider describing how each effort affirms and respects the intersectional dimensions of diversity, equity, and inclusion identified in **EP 2.0**.
		  ○ It is not required to discuss every dimension.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 2.0.1 is reviewed for:*
		• In development at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

Accreditation Standard 2.0.2: The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in ***Educational Policy 2.0***.	☐ The program identifies its specific and **continuous** efforts within the implicit curriculum that address each of the following areas:
	  ☐ Anti-racism
	  ☐ Diversity
	  ☐ Equity
		• **Definitions:**
		  ○ Anti-oppression
		  ○ Anti-racism
		  ○ Diversity
		  ○ Equity
		  ○ Implicit Curriculum
		  ○ Inclusion
		  ○ Intersectionality

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	☐ Inclusion
	☐ Clearly and explicitly address <u>each</u> ADEI area.
	• The program selects the number of efforts.
	  o Multiple ADEI areas may be connected to a single effort because the ADEI areas are holistic and integrated.
	• Specific and continuous (ongoing) efforts are required; **one-time events alone are <u>not</u> accepted**.
	• Efforts must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.
	  o 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.
		• *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 prioritize ADEI.
		  o Consider the scope and depth of the efforts described.
		  o Consider describing the major ADEI-related contextual features unique to the program's location or delivery method.
		  o Consider breadth, depth, and scope across the program.
		• Programs can select their own terminology to describe ADEI (e.g., access, opportunity, belonging, fairness, openness, respect).
		• Considering discussing how a learning environment is created to welcome and support students from a variety of backgrounds.
		• It is helpful to select efforts from across the learning environment.
		• Examples of specific and continuous implicit curriculum ADEI efforts:
		  o Structured ADEI dialogue/discourse (e.g., townhalls, community conversations, listening sessions with various groups)
		  o Faculty trainings and professional development opportunities
		  ▪ Anti-racist pedagogy
		  ▪ Harm reduction
		  ▪ Implicit or unconscious bias
		  o Extracurricular programs and events
		  ▪ Cultural festival or dance
		  ▪ World meal potluck
		  ▪ Wacipi or powwow hosted by indigenous tribe(s)

b. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		▪ Art performance or installation ▪ Indigenous storytelling ▪ Interfaith gathering/dialogue o Conferences and speaker series o Events hosted only in spaces that are accessible and/or have gender inclusive restrooms o ADEI-focused culture/climate initiatives o Student organization projects (e.g., voter registration drive/tabling, social justice art fair) o Social movement organizing o Legislative policy advocacy projects/events (e.g., LEAD, letter writing campaigns) o Engaging in community-based advocacy projects that address local, national, or global justice issues o Grant-funded initiatives o Grants or funding sources ▪ Travel, transportation, commuting, or parking stipends ▪ Emergency fund o Scholarship and fellowship programs for students from marginalized communities o Fundraisers for agencies, causes, or drives o Food, toiletry, clothing, and/or toy drive collections o Community garden, food pantry, clothing and/or toiletry closet for students and their families o Community partnerships ▪ Intentional relationships with high schools and community colleges prioritizing rapport building and access to higher education o Student, faculty, and staff recruitment and retention processes that reflect the communities served by the program

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Student, faculty, and staff demographics ○ Social identity affinity groups ○ Safe/brave spaces for students from diverse backgrounds ○ Symbols and aesthetics in the learning environment (e.g., pride flag) ○ Inclusive space/room (e.g., nursing, neurodivergent, prayer, meditation) ○ Student orientation activities and events ○ Culturally competent mentorship programs and advising services for underrepresented groups ○ Programs for first generation, second career, or transfer students ○ Extended or virtual office hours ○ ADEI Committees ○ Faculty and/or student team research foci (e.g., public scholarship and translating complex social work topics for mass engagement) ○ Ethical research engagement guidelines (e.g., community-based participatory research) ○ Faculty providing ADEI-related consultation, trainings, or resources to other academic programs or community partners ○ Statements and land acknowledgements with action plans ○ Program/cohort community guidelines ○ Articulation agreements with community colleges ○ Offering a program option in underserved communities ○ Low/no cost professional development, trainings, or continuing education credits for students, faculty, staff, field instructors, alumnae, and/or local social workers ▪ Bystander intervention

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		▪ Inclusive language ▪ Financial literacy o Accessible learning management system, educational technology, classroom, and educational spaces (e.g., wellness room, inclusive restrooms, nursing spaces, spiritual practice spaces) o Option for transgender individuals to change their name and pronouns in platforms and records o Child-friendly classrooms for students who are parents o No cost refreshments/meals shared during educational events o Childcare at extracurricular events o Offering/promoting awareness of whole health resources for students, faculty, staff, and/or field instructors (e.g., counseling, support groups, fitness/wellness centers) o School-wide breaks or free periods to practice self-care o Offering organizational memberships to students, faculty, staff, and/or field instructors o Professional development offerings for emerging professionals ▪ Resume building, interviewing techniques, professional conduct, licensing prep, and graduate school pathways ▪ Student/alumnae features, articles, or spotlights that can be used in application materials o Laptop or technology borrowing program o Host a virtual or physical community board for book swapping, housing opportunities, social

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		activities, job searching, and other community announcements ○ Celebrations in honor of awareness or cultural days or months (e.g., Black History Month, Women's History Month, Arab American History Month, Autism Awareness Month, Asian American and Pacific Islander Heritage Month, Jewish American Heritage Month, Disability Pride Month, Hispanic/Latinx Heritage Month, Native American Heritage Month, LGBTQIA+ Pride Month, World Social Work Day) ○ Copy/paste relevant written policies regarding implicit curriculum efforts made to prioritize ADEI. ▪ Restorative justice principles integrated into due process policies ▪ Gender inclusive language in all policies, handbooks, and manuals • Consider describing how each effort affirms and respects the intersectional dimensions of diversity, equity, and inclusion identified in **EP 2.0**. ○ It is <u>not</u> required to discuss every dimension. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 2.0.2 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

Educational Policy 3.0 — Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research. Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities. The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

Educational Policy 3.1 — Generalist Practice

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of 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, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Nine Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and

anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies;
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
c. use technology ethically and appropriately to facilitate practice outcomes; and
d. use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and
b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and

apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Accreditation Standard 3.1 — Generalist Practice

Accreditation Standard 3.1.1: The program's generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides a rationale for its generalist practice curriculum design.	☐ Option available only to programs in states with enacted legislation: • Programs in states with enacted legislation prohibiting ADEI-related content may adapt competency language to align with state legislation, while maintaining the integrity of the nine social work competencies. • This and all references to legislation refer to all laws, rules, statues, or mandates related to the enacted legislation. ☐ Adapt competency titles 1-5 using permissible language due to enacted state legislation (if applicable). ☐ Adapted language reflects how the program prepares social work students to uphold the highest professional standards for practice with all clients, constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. • Programs in states with enacted legislation are expected to demonstrate continued compliance with existing accreditation standards and prepare students to engage in professional practice using state permissible language that is within their context. ☐ Describe the generalist practice curriculum design, including all classroom and field education courses. ☐ Identify any theories, concepts, models, and/or pedagogical ideas used to inform the formal curriculum design, structure, framework, and/or blueprint. ▪ This is not a list or description of social work theories taught in the curriculum.	• **Definitions:** ○ Competency-based Education ○ Competency-based Education Framework ○ Curriculum ○ Curriculum Design ○ Generalist Practice ○ Interprofessional Education ○ Rationale • *Focus of this standard:* Explain the generalist practice formal curriculum design elements, required courses, rationale for the design, and integration between class and field ***and*** explain how the professional practice community is engaged and the impact this engagement has on curriculum content, development, and delivery. • Baccalaureate and master's social work education is competency-based, allowing each program to design, rationalize, and map their curriculum to the nine social work competencies with the goal of teaching, learning, and practicing knowledge, values, skills, and cognitive/affective processes related to each core competency. CSWE does not mandate specific courses. • Generalist practice: ○ Prepares students for the **breadth** of professional practice across a wide range of client systems: individuals, families, groups, organizations, and communities ○ All baccalaureate programs are considered generalist practice degrees as students learn the broad nine generalist social work competencies by completing the competency-based curriculum. • Prompts for describing the formal curriculum design: ○ *What?* ▪ What elements comprise the curriculum?

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ List required courses by course 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).	▪ 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? 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 term or academic year. ▪ Consider including a visual term-by-term 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 logical progression to the curriculum?
b. The program describes how its generalist practice curriculum integrates classroom and field.	☐ Explain the coherent integration between the class and field curricula.	
c. The program describes how its generalist practice curriculum is informed by the professional practice community.	☐ Explain how the professional practice community is actively engaged in the explicit curriculum. o Ongoing engagement is required; one-time engagement alone is insufficient. ☐ Explain the professional practice community's impact on curriculum content, development, and delivery.	
d. The program addresses all program options	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		▪ 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? • Example theories, concepts, models, and/or pedagogical ideas: o Competency-based education design (applies to all social work programs) o Post-degree practice preparation o Indigenous Pedagogy and other ways of knowing o Andragogy/Adult Learning Theory o Anti-oppressive social work practice o Maslow's Hierarchy of Needs o Vertical and horizontal integration or scaffolding o Strengths-based education o Learner-centered design o Experiential and application-based learning with client systems o Community-informed design o Evidenced-based content o Feedback-informed progression o Integrative or holistic health model o Interdisciplinary training o Trauma-informed curriculum o Ecological perspective o Systems theory o Generalist Intervention Model o Intersectionality

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Bi-lingual practice ○ Connect to concepts in mission statement (e.g., educating changemakers) • *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 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? • Consider how the program builds fluid connections between education preparation and career practice, ensuring programs do not exist in isolation in academia. • Example mechanisms for the professional practice community to inform the curriculum: ○ Reserving seats/positions on curriculum committee or other relevant standing committees for field instructors or practitioners ○ Convening a community advisory board ○ Collecting feedback via surveys or focus groups from field instructors, alumni practicing social work, or other practitioners

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Leveraging current field process to invite input ▪ Field instructor orientation and trainings ▪ Lunch and learns ▪ Annual celebrations and feedback events ▪ Periodic site visits and other exchanges with field agencies/field instructors ○ Annual review of syllabi to ensure use of current practice-based materials (e.g., books, media) ○ Hosting guest speakers/panels • The accrediting body and EPAS does <u>not</u> 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 and affective processes related to each competency. ○ Thus, each program's curricular/course requirements vary widely and are unique to their mission and context. • 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 and EPAS does <u>not</u> address the number of credit hours for degree attainment/conferral. Such decisions are beyond programmatic accreditation and at the discretion of the program, their institution,

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		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 3.1.1 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3

Accreditation Standard 3.1.2: The program's generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).	• For generalist practice, baccalaureate and master's programs are required to implement the nine social work competencies as described in the 2022 EPAS (pages 8-13). ○ 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.	• **Definitions:** ○ Behaviors ○ Cognitive and Affective Processes ○ Generalist Practice ○ Matrix ○ Nine Social Work Competencies • **SAMPLE: Form AS 3.1.2 – Generalist Practice Curriculum Matrix** • **Understanding Social Work Competencies:** ○ The 2022 EPAS recognizes competence as holistic; this means that the demonstration of

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	• Baccalaureate and master's programs may elect to add one (1) or more competencies unique to the program's mission and/or context.
	  ○ Competencies may be added at the generalist-level only, specialized-level only (for one, multiple, or all specializations), or both levels.
	  ○ It is <u>not</u> required for added competencies to include system levels (i.e., individuals, families, groups, organizations, and communities).
	• *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.
	  ○ There is <u>not</u> a specific number of behaviors required.
		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 2022 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 an educational program. The dimensions are:
		  ▪ **Knowledge**
		  ▪ **Values**
		  ▪ **Skills**
		  ▪ **Cognitive and Affective Processes***
		  ▪ **This is one dimension and should not be separated into two 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, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the*

b. The program submits Form AS 3.1.2.	☐ Option available <u>only</u> to programs in states with enacted legislation:	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	• Programs in states with enacted legislation prohibiting ADEI-related content may adapt competency language to align with state legislation, while maintaining the integrity of the nine social work competencies. ☐ Adapt competency titles 1-5 using permissible language due to enacted state legislation (if applicable). ☐ Adapted language reflects how the program prepares social work students to uphold the highest professional standards for practice with all clients, constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. • Programs in states with enacted legislation are expected to demonstrate continued compliance with existing accreditation standards and prepare students to engage in professional practice using state permissible language that is within their context. ☐ **REQUIRED FORM: Form AS 3.1.2 – Generalist Practice Curriculum Matrix** ☐ Provide a generalist practice curriculum matrix 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 course content example must include: ☐ Required course number and title	*profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.* ○ **Cognitive and Affective Processes** includes critical thinking, affective reactions, and exercise of judgment and is defined as, "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 are the ways 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 (pg. 7 of the EPAS). This is one dimension and must not be separated into two distinct dimensions for accreditation purposes. ○ 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 generalist practice competency paragraph descriptions as written in the EPAS, which infuse each dimension, comprise the content taught in the generalist social work curriculum. The specialized practice competency paragraph descriptions as customized by each program, which infuse each dimension, comprise the content taught in the specialized practice social work curriculum. • Adding one (1) or more competencies mean: ○ Writing customized competency descriptive paragraphs infusing the four (4) dimensions

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ 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 cognitive and affective processes): ☐ Each dimension must be addressed a minimum of once per competency. o 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 communities): ☐ Each system level must be addressed a minimum of once per competency. o 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.	(i.e., knowledge, values, skills, and cognitive and affective processes) o Writing customized behavior(s) (i.e., observable components of the competency which operationalize the competency in *real or practice situations* [e.g., field settings]) o Delivering a curriculum that is customized to provide students with the knowledge, values, skills, and cognitive and affective processes relevant to that competency o Using the descriptive paragraph and behaviors to inform the generalist practice curriculum design, content, and competency-based outcomes • Example added competencies include, but are <u>not</u> limited to: o Local, regional, or population-based practice (e.g., indigenous peoples, deaf community, immigrants and refugees, rural populations, urban environments) o Modalities (e.g., trauma-informed) o Afrocentric perspective o Decolonized or anti-oppressive practice o Faith or spirituality perspective/integration o Cultural humility o Global practice o Leadership, management, or administration o Bio-psycho-social-spiritual-cultural approach o Interdisciplinary practice o Self-care o Technology or artificial intelligence

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	☐ The matrix content must match the syllabus content including the competency, dimension(s), and/or system level(s).
	☐ Do <u>not</u> include elective courses or elective course content on the matrix.
	• It is <u>not</u> required for every required course to be included 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 in the matrix.
	• Field courses and content on the matrix:
	  ○ Only include field courses/content on the matrix that are consistent for all students regardless of field setting-based activities and tasks.
	  ○ *Can be included on the matrix:* Field classroom (e.g., practicum courses, seminar) content that is required, specific, and consistent for all students.
	  ○ *Cannot be included on the matrix:*
	  ▪ Field setting-based activities and tasks that 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 <u>not</u> a tool for delivering competency-based content.
		• The intent and purpose of the curriculum matrix is different than the *Student Achievement Assessment Plan* [**AS 5.0.1(a)**].
		  ○ The curriculum matrix is a 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 *Student Achievement Assessment Plan* details how the program assesses competency-based student learning outcomes.
		  ▪ Student Achievement 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 instrument model.
		• Behaviors are optional/<u>not</u> required to be included in the matrix.
		• Programs determine their own course titles, prefixes, and numbers.
		• 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.
		• Prompts for identifying, selecting, and mapping required courses in the matrix:
		  ○ Consider featuring a spread of required courses from across the generalist curriculum.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	▪ Field instruction/supervision time at field settings as it is <u>not</u> consistent content for all students. • Programs may elect to include cross-listed or interdisciplinary course content that is required for all students on the matrix. o In such cases, content must be clearly linked to the competency, dimension(s), and/or system level(s).	o 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 values and cognitive and affective processes of competencies #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: o Select content that best aligns with the competency descriptive paragraph. o Select content that is identical across all sections of the same course even if taught by different instructors. • Examples of required course content: o Assignments o In-class activities o Readings o Modules • Exams and quizzes on the matrix: o Include content on the matrix that is designed to deliver competency-based learning. o 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.
c. The program provides a syllabus in Volume 2 for each course listed on **Form AS 3.1.2** to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.	☐ **REQUIRED ENCLOSURE:** Submit syllabi in Volume 2 of self-study and benchmark documents for each required course on the matrix. ☐ Use a consistent format for all syllabi. o There are no requirements regarding the content or formatting of syllabi, with the exception that submitted syllabi must be consistently formatted.	
d. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

		• Consider addressing each element of the competency title.
		  ○ If one or more of the elements of the competency is not clearly addressed in the matrix and/or relevant syllabus, it may be cited.
		  ○ Example for *Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice*, the program addressed social, racial, and economic justice, yet did not identify specific required course content addressing human rights nor environmental justice.
		  ○ Example for *Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice* the program addressed anti-racism and equity, yet did not identify specific required course content addressing diversity nor inclusion.
		• 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 3.1.2 is reviewed for:*
		• In development at Benchmark 1 (Including Syllabi in Volume 2)
		• Approval at Benchmark 2

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		(Including Syllabi in Volume 2) • Compliance at Benchmark 3 (Including Syllabi in Volume 2)

Educational Policy M3.2 — Specialized Practice

The master's program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as described in Educational Policy 3.1 by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

Accreditation Standard M3.2 — Specialized Practice

Accreditation Standard M3.2.1: The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its area(s) of specialized practice, as described in ***Educational Policy M3.2.***	☐ List each area of specialized practice. ○ Master's programs must have a minimum of one (1) area of specialized practice.	• **Definitions:** ○ Area of Specialized Practice ○ Behaviors ○ Cognitive and Affective Processes ○ Interprofessional Education ○ Nine Social Work Competencies ○ Specialized Practice • **SAMPLE: AS M3.2.1 – Specialized (i.e., extended and enhanced) competencies and behaviors** • **Understanding Social Work Competencies:** ○ The 2022 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:**
b. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.	☐ Option available only to programs in states with enacted legislation: • Programs in states with enacted legislation prohibiting ADEI-related content may adapt competency language to align with state legislation, while maintaining the integrity of the nine social work competencies. ☐ Adapt competency titles 1-5 using permissible language due to enacted state legislation (if applicable). ☐ Adapted language reflects how the program prepares social work students to uphold the highest	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	professional standards for practice with all clients, constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. • Programs in states with enacted legislation are expected to demonstrate continued compliance with existing accreditation standards and prepare students to engage in professional practice using state permissible language that is within their context. ☐ For each area of specialized practice, the program extends and enhances the nine social work competencies and any additional competencies added by the program. ☐ For each specialized competency, list the: ☐ 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. ☐ Selected system levels must be extended and enhanced consistently for competencies 6-9. ☐ The extended and enhanced system levels must match those identified in response to **AS M3.2.4**, **AS M3.3.2**, and **AS 5.0.1(a).**	○ Each of the extended and enhanced nine social work competencies within each area of specialized practice includes a program-customized paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of an educational program. The dimensions are: ▪ **Knowledge** ▪ **Values** ▪ **Skills** ▪ **Cognitive and Affective Processes*** ▪ **This is one dimension and should not be separated into two 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, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all*

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Advanced generalist and population-specific areas of specialized practice must extend and enhance all five (5) system levels. ☐ 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. ☐ Behavior(s) 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 <u>not</u> a specific number of behaviors required. • It is insufficient to only add the area of specialized practice name to each competency and/or behavior. This is <u>not</u> defined as extending and enhancing the competencies. • Master's programs may elect to add one (1) or more competencies unique to the program's mission and/or context. ○ Competencies may be added at the generalist-level only, specialized-level only (for one, multiple, or all specializations), or both levels. ○ It is <u>not</u> required for added competencies to include system levels (i.e., individuals, families, groups, organizations, and communities).	*people and the quest for social, racial, economic, and environmental justice.* ○ **Cognitive and Affective Processes** includes critical thinking, affective reactions, and exercise of judgment and is defined as, "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 are the ways 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 (pg. 7 of the EPAS). This is one dimension and must not be separated into two distinct dimensions for accreditation purposes. ○ 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 generalist practice competency paragraph descriptions as written in the EPAS, which infuse each dimension, comprise the content taught in the generalist social work curriculum. The specialized practice competency paragraph descriptions as customized by each program, which infuse each dimension, comprise the content taught in the specialized practice social work curriculum. • Advanced generalist is considered an area of specialized practice and programs must develop specialized (i.e., extended and enhanced) competencies. • Example areas of specialized practice include, but are <u>not</u> limited to: ○ Advanced Generalist
c. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Clinical or Direct Practice ○ Children, Youth, and Families ○ Mental Health ○ Macro Social Work ○ Community Development and Social Systems ○ Healthcare ○ Trauma ○ Management or Administration ○ Aging and Gerontological Practice ○ School Social Work ○ Leadership ○ Substance Use Disorders ○ Integrated Practice ○ Behavioral Health ○ Social Policy ○ Forensic Social Work ○ Social Justice ○ Rural Social Work ○ Human Behavior ○ Military Social Work ○ Integrated Health ○ International Social Work ○ Research ○ Disabilities ○ Immigrants & Refugees ○ Program Evaluation ○ Organizational Leadership • 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 (i.e., knowledge, values, skills, and cognitive and affective processes) ○ Writing customized behavior(s) (i.e., observable components of the competency which

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		operationalize the competency in *real or practice situations* [e.g., field settings]) o Delivering a curriculum that is customized to provide students with the knowledge, values, skills, and cognitive and affective processes relevant to that area of specialized practice o Using the descriptive paragraph and behaviors to inform the specialized practice curriculum design, content, and competency-based outcomes • Example of extending and enhancing selected system levels consistently for competencies 6-9: o *Specialization:* Trauma-informed Practice o Competency 6: Engage with Individuals, Families, Groups, and Communities o Competency 7: Assess Individuals, Families, Groups, and Communities o Competency 8: Intervene with Individuals, Families, Groups, and Communities o Competency 9: Evaluate Practice with Individuals, Families, Groups, and Communities • Example added competencies include, but are <u>not</u> limited to: o Local, regional, or population-based practice (e.g., indigenous peoples, deaf community, immigrants and refugees, rural populations, urban environments) o Modalities (e.g., trauma-informed) o Afrocentric perspective o Decolonized or anti-oppressive practice o Faith or spirituality perspective/integration o Cultural humility o Global practice o Leadership, management, or administration o Bio-psycho-social-spiritual-cultural approach o Interdisciplinary practice

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Self-care ○ Technology or artificial intelligence • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS M3.2.1 is reviewed for:* • Approval at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

Accreditation Standard M3.2.2: The program's area(s) of specialized practice builds on elements of generalist practice.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program explains how each area of specialized practice, as described in ***Educational Policy M3.2***, builds on the elements of generalist practice, as described in ***Educational Policy 3.1.***	☐ For each area of specialized practice, explain: ☐ *How* the area of specialized practice builds on elements of generalist practice as defined in **EP 3.1**. ☐ Select the elements of the generalist practice definition that best influence each area of specialized practice. • It is not required to discuss all elements. ☐ Explain how each area of specialized practice builds upon each selected element. ☐ *How* the area of specialized practice builds on one (1) or more of the following system levels: ▪ Individuals	• **Definitions:** ○ Generalist Practice ○ Specialized Practice • For each area of specialized practice, complete the required table identifying how elements of the area of specialized practice builds on elements of the definition of generalist practice (**EP 3.1**) to visually demonstrate the relationship. ○ Consider all elements of the generalist practice definition yet select those that best influence each area of specialized practice. ○ Tables help clarify how specialized practice builds on generalist practice and visually separate text. ○ A narrative discussion of *how* the area of specialized practice builds on generalist practice must be included.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	▪ Families ▪ Groups ▪ Organizations ▪ Communities ☐ System levels must match those identified in response to **AS M3.2.1**, **AS M3.2.4**, and **AS 5.0.1(a).** • It is insufficient to only provide a declarative statement that the area of specialized practice builds on elements of generalist practice.	• Consider **bolding**, underlining, *italicizing*, etc. the elements of the area of specialized practice that build on elements of the definition of generalist practice (**EP 3.1)** to identify language consistencies. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS M3.2.2 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
b. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard M3.2.3: The program's specialized practice curriculum integrates classroom and field and is informed by the professional practice community.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.	☐ For each area of specialized practice, describe the program's formal curriculum design, including all classroom and field education courses. ☐ Identify any theories, concepts, models, and/or pedagogical ideas used to inform the formal curriculum design, structure, framework, and/or blueprint. ▪ This is not a list or description of social work theories taught in the curriculum. ☐ List required courses by course number and title. ☐ Identify when each required course is offered within the broader design.	• **Definitions:** ○ Competency-based Education ○ Curriculum ○ Curriculum Design ○ Rationale ○ Specialized Practice • *Focus of this standard:* For each area of specialized practice, explain the formal curriculum design elements, required courses, rationale for the design, and integration between class and field ***and*** explain how the professional practice community is engaged and the impact this engagement has on curriculum content, development, and delivery.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	☐ 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.
		• Master's social work education is competency-based, allowing each program to design, rationalize, and map their curriculum to the nine social work competencies with the goal of teaching, learning, and practicing knowledge, values, skills, and cognitive/affective processes related to each core competency. CSWE does <u>not</u> mandate specific courses.
		• Specialized practice:
		  ○ Prepares students for the **depth of and/or advanced** professional practice focused on a specific population, setting, intervention, method, and/or one or more client systems.
		• *For master's programs only:* Relationship between generalist and specialized practice curricula:
		  ○ Programs have autonomy and flexibility to structure and rationalize their own formal curriculum design, including sequencing, timing, progression, prerequisites, etc. ensuring specialized practice builds upon generalist practice.
		  ○ Programs may choose to integrate generalist and specialized practice curricula. Generalist courses may contain specialized content and vice versa. Courses can intersperse both generalist and specialized content or focus on one or the other.
		  ○ It is <u>not</u> required that the two types of curricula be explicitly distinct or separated with no cross-over. It is also <u>not</u> required that students complete the full generalist curriculum before entering specialized practice.
		  ○ 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.
		  ○ *Examples:*

b. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.	☐ For each area of specialized practice, explain the coherent integration between the class and field curricula.	
c. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.	☐ Explain how the professional practice community is actively engaged in the explicit curriculum. ○ Ongoing engagement is required; one-time engagement alone is insufficient. ☐ Explain the professional practice community's impact on curriculum content, development, and delivery	
d. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		▪ Programs may incorporate a bridge semester or bridge courses. ▪ Programs may begin offering specialized content early and continue offering generalist content throughout the entirety of the program. • 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 term or academic year. ▪ Consider including a visual term-by-term plan of study (e.g., table/chart for tracking student progression through the curriculum, typically provided by a registrar's office). ○ *Why?* ▪ Which theories, concepts, and/or pedagogical ideas inform the design? ▪ In what order is content engaged? Why? ▪ What content is engaged concurrently? Why?

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		▪ What content is prerequisite to other content? Why? ▪ Is there a developmental order to the design? ▪ Is there 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? • Example theories, concepts, models, and/or pedagogical ideas: o Competency-based education design (applies to all social work programs) o Post-degree practice preparation o Indigenous Pedagogy and other ways of knowing o Andragogy/Adult Learning Theory o Anti-oppressive social work practice o Maslow's Hierarchy of Needs o Vertical and horizontal integration or scaffolding o Strengths-based education o Learner-centered design o Experiential and application-based learning with client systems o Community-informed design o Evidenced-based content o Feedback-informed progression o Integrative or holistic health model o Interdisciplinary training

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Trauma-informed curriculum ○ Ecological perspective ○ Systems theory ○ Generalist Intervention Model ○ Intersectionality ○ Bi-lingual practice ○ Connect to concepts in mission statement (e.g., educating changemakers) • *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? • Consider how the program builds fluid connections between education preparation and career practice, ensuring programs do not exist in isolation in academia. • Example mechanisms for the professional practice community to inform the curriculum: ○ Reserving seats/positions on curriculum committee or other relevant standing committees for field instructors or practitioners

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Convening a community advisory board ○ Collecting feedback via surveys or focus groups from field instructors, alumni practicing social work, or other practitioners ○ Leveraging current field process to invite input ▪ Field instructor orientation and trainings ▪ Lunch and learns ▪ Annual celebrations and feedback events ▪ Periodic site visits and other exchanges with field agencies/field instructors ○ Annual review of syllabi to ensure use of current practice-based materials (e.g., books, media) ○ Hosting guest speakers/panels • The accrediting body and EPAS does <u>not</u> 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 and affective processes related to each competency. ○ Thus, each program's curricular/course requirements vary widely and are unique to their mission and context. • 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 and EPAS does <u>not</u> address the number of credit hours for degree attainment/conferral.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		Such decisions are beyond programmatic 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 M3.2.3 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3

Accreditation Standard M3.2.4: The program's specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. For each area of specialized practice, the program submits Form AS M3.2.4.	☐ Option available only to programs in states with enacted legislation: • Programs in states with enacted legislation prohibiting ADEI-related content may adapt competency language to align with state legislation, while maintaining the integrity of the nine social work competencies. ☐ Adapt competency titles 1-5 using permissible language due to enacted state legislation (if applicable). ☐ Adapted language reflects how the program prepares social work students to uphold the highest professional standards for practice with all clients,	• **Definitions:** ○ Behaviors ○ Cognitive and Affective Processes ○ Matrix ○ Nine Social Work Competencies ○ Specialized Practice • **SAMPLE: AS M3.2.4 – Specialized Practice Curriculum Matrix** • For each area of specialized practice, programs extend and enhance the nine social work competencies per **AS M3.2.1**. ○ These specialized competencies are mapped in the curriculum matrix.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. • Programs in states with enacted legislation are expected to demonstrate continued compliance with existing accreditation standards and prepare students to engage in professional practice using state permissible language that is within their context. ☐ **REQUIRED FORM: Form AS M3.2.4 – Specialized Practice Curriculum Matrix** ☐ For each area of specialized practice, provide a curriculum matrix that includes: ☐ Nine specialized (i.e., extended and enhanced) social work competencies ☐ Any competencies added by the program ☐ Best examples of competency-based required course content all students receive consistently ☐ Each course content example must include: ☐ Required course 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	• Master's programs may elect to add one (1) or more specialized competencies unique to the program's mission and/or context. • Adding one (1) or more competencies mean: o Writing customized competency descriptive paragraphs infusing the four (4) dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) o Writing customized behavior(s) (i.e., observable components of the competency which operationalize the competency in *real or practice situations* [e.g., field settings]) o Delivering a curriculum that is customized to provide students with the knowledge, values, skills, and cognitive and affective processes relevant to that competency o Using the descriptive paragraph and behaviors to inform the specialized practice curriculum design, content, and competency-based outcomes • The intent and purpose of the curriculum matrix is different than the *Student Achievement Assessment Plan* [**AS 5.0.1 (a)**]. o The curriculum matrix is a 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 o The *Student Achievement Assessment Plan* details how the program assesses competency-based student learning outcomes.

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	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 ☐ For dimensions (i.e., knowledge, values, skills, and cognitive and affective processes): ☐ Each dimension must be addressed a minimum of once per competency. o 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. o 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). ☐ Do <u>not</u> include elective courses or elective course content on the matrix. • It is <u>not</u> required for every required course to be included on the matrix.	▪ Student Achievement Assessment Plan = demonstrating/assessing competence o It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded instrument model. • Behaviors are optional/<u>not</u> required to be included in the matrix. • Programs determine their own course titles, prefixes, and numbers. • 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. • Prompts for identifying, selecting, and mapping required courses in the matrix: o Consider featuring a spread of required courses from across the specialized curriculum. o 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 competencies #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:

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	• 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 in the matrix
	• Field courses and content on the matrix:
	  ○ Only include field courses/content on the matrix that are consistent for all students regardless of field setting-based activities and tasks.
	  ○ *Can be included on the matrix:* Field classroom (e.g., practicum courses, seminar) content that is required, specific, and consistent for all students.
	  ○ *Cannot be included on the matrix:*
	  ▪ Field setting-based activities and tasks that 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 <u>not</u> a tool for delivering competency-based content.
	  ▪ Field instruction/supervision time at field settings as it is <u>not</u> consistent content for all students.
	• 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).
		○ 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.
		• Consider addressing each element of the competency title.
		  ○ If one or more of the elements of the competency is not clearly addressed in the matrix and/or relevant syllabus, it may be cited.
		  ○ Example for *Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice*, the program addressed social, racial, and economic justice, yet did not identify specific required course content addressing human rights nor environmental justice.
		  ○ Example for *Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice* the program addressed anti-racism and equity yet did not identify specific required

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b. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.	☐ **REQUIRED ENCLOSURE:** Submit syllabi in Volume 2 of self-study and benchmark documents for each required course on the matrix. ☐ Use a consistent format for all syllabi. ○ There are no requirements regarding the content or formatting of syllabi, with the exception that submitted syllabi must be consistently formatted.	course content addressing diversity nor inclusion. • 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.
c. The program addresses all program options.	☐ Explicitly address each program option. ○ Programs may elect to use the same or different curriculum matrices per each program option.	**Candidate Programs** | *AS M3.2.4 is reviewed for:* • In development at Benchmark 1 (Including Syllabi in Volume 2) • Approval at Benchmark 2 (Including Syllabi in Volume 2) • Compliance at Benchmark 3 (Including Syllabi in Volume 2)

Educational Policy 3.3 — Signature Pedagogy: Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

Accreditation Standard 3.3 — Field Education

Accreditation Standard 3.3.1: The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels: i. individuals,	☐ **REQUIRED ENCLOSURE:** Submit the Field Manual in Volume 3 of self-study and benchmark documents. o It is permitted to combine the field manual and student handbook into one policy document. ☐ Identify a mechanism for ensuring field settings offer competency-based generalist practice opportunities with the five (5) system levels: ☐ Individuals ☐ Families	• **Definitions:** o Generalist Practice o Signature Pedagogy • *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 with field settings o Learning agreement/contract

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
ii. families, iii. groups, iv. organizations, and v. communities.	☐ Groups ☐ Organizations ☐ Communities ☐ Identify two (2) or more examples demonstrating that field settings provide competency-based generalist practice opportunities with each of the five (5) system levels: ☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities • Learning opportunities, tasks, and activities are <u>not</u> expected to be consistent across field settings.	○ Site visit agenda item ○ Discussed during field instructor orientation/training • Examples in field settings: ○ 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 • Programs can select their own terminology to describe field education (e.g., experience, internship, placement, practice, practicum). • 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 3.3.1 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
b. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard M3.3.2: The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program identifies the relevant system level(s) for each area of specialized practice.	☐ For each area of specialized practice, identify which of the five (5) system levels are relevant: ○ Individuals, ○ Families, ○ Groups, ○ Organizations, and/or ○ Communities ☐ System levels must match those identified in response to **AS M3.2.1**, **AS M3.2.4**, and **AS 5.0.1(a).**	• **Definition:** Generalist Practice • *Focus of this standard:* How the program ensures field settings offer competency-based specialized practice opportunities for each area of specialized practice, including the relevant system levels (i.e., individuals, families, groups, organizations, and/or communities). • Example mechanisms: ○ Affiliation agreement/memorandum of understanding with field settings ○ Learning agreement/contract ○ Site visit agenda item ○ Discussed during field instructor orientation/training • Examples in field settings: ○ 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 not 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
b. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level.	☐ For each area of specialized practice, identify a mechanism for ensuring field settings offer competency-based specialized practice opportunities with the relevant system levels: ○ Individuals, ○ Families, ○ Groups, ○ Organizations, and/or ○ Communities ☐ For each area of specialized practice, identify two (2) or more examples demonstrating that field settings provide competency-based specialized practice opportunities with the relevant system levels: ○ Individuals, ○ Families, ○ Groups, ○ Organizations, and/or ○ Communities	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	• Learning opportunities, tasks, and activities are <u>not</u> expected to be consistent across field settings.	○ Share deidentified learning agreements with field instructors • Programs can select their own terminology to describe field education (e.g., experience, internship, placement, practice, practicum). • 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 M3.3.2 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
c. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard 3.3.3: The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.	☐ Describe where in the formal curriculum design student field hours are accrued. ○ 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 3.3** standards. • *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.	• **Definitions:** ○ Articulation ○ Behaviors ○ Clients and Constituents ○ Field Education Hours ○ Field Personnel • Programs design the format and frequency of field hours. • Examples of where in the formal curriculum design field hours are accrued: ○ Junior year and/or senior year ○ Begin field the 1st term upon admittance

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ Programs may accept students' generalist field education hours completed in their baccalaureate social work programs to ensure students do not repeat previous content (required per **AS M4.1.3**). ○ For advanced standing (**AS M4.1.3**), describe how students accrue a minimum of 900 hours between their CSWE-accredited baccalaureate and master's social work programs. • Programs may select the number of field settings (e.g., organizations, agencies) at which students complete field hours. • In-person field tasks and activities, including virtual/remote, are permitted. ○ Programs determine the number and type of field hours required to be completed in-person and virtual/remote 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 demonstration of 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, including simulations ○ Simulated practice tasks in a real practice setting (i.e., field placement)	○ Enter field the 2nd term after some generalist curriculum is completed ○ 16-hours per week for 3 terms (i.e., concurrent field) ○ 35-hours per week for 1 term (i.e., block field) ○ 10-hours in-person weekly and 5-hours virtual weekly (i.e., hybrid field) ○ Fall and spring terms only ○ Year-round enrollment in field • Example of master's programs ensuring a minimum of 900 hours accrue between students' CSWE-accredited baccalaureate and master's social work programs: ○ 400 BSW generalist field hours + 500 MSW specialized field hours = 900 hours total • Examples of number of field settings at which students complete field hours: ○ Only one field setting ○ One field setting for generalist practice and a different field setting for specialized practice ○ A different field setting each term • Prompts for ensuring accrual of the minimum hours: ○ Are field hours completed within a field setting counted only? ○ 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? ○ What frequency (e.g., weekly, bi-weekly, monthly, twice per term) is used to ensure accrual?

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	• Simulated practice situations outside of a real practice setting and field seminar cannot be counted toward the minimum number of field hours.
	  o For the 400/900 required hours, students must have opportunities to interact with people, not avatars, actors, etc.
	  o Simulations can supplement students' required field hours above the 400/900 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 3.3.1** and **AS M3.3.2**).
	  o Hours do not 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.
	• Only social work tasks may be counted, including but 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.
	• Paid/unpaid time-off (e.g., lunch, dinner, sick time, holidays) does not count towards the minimum number of field hours required.
	• Developing a self-care plan during field seminar or supervision can count toward the minimum number of required field education hours.
	  o Participating in self-care tasks unrelated to practice with social work clients, constituents, and communities cannot count toward the minimum number of required field education hours.
		• Examples for ensuring accrual of minimum hours:
		  o Field director reviews the affiliation agreement with the field setting, and program relationship is established.
		  o Field liaison reviews the learning agreement/contract twice per term during a mid-term and final site visit.
		  o Field instructor reviews the field hours tracking spreadsheet bi-weekly.
		  o Field seminar instructor reviews the weekly journal assignment.
		• Examples of the number and type of field hours accrued:
		  o Baccalaureate programs:
		  ▪ 400 in-person hours = 400 hours total
		  ▪ 300 in-person hours + 100 virtual hours = 400 hours total
		  ▪ 200 in-person hours + 200 virtual hours = 400 hours total
		  ▪ 400 virtual hours = 400 hours total
		  o 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
		  o Number and type of field hours accrued may differ for each student and depend on field setting opportunities (i.e., tasks and activities).
		• Examples virtual/remote field tasks and activities:
		  o Telework arrangements with remote access to people, platforms, and projects

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
b. The program describes how its field hour requirement is articulated to students and field personnel.	☐ Explain how students and field personnel are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	o Telehealth o Phone and/or video contact or meetings with colleagues, clients, and constituents o Online trainings o Consider how technology-based field work aligns with field setting requirements for secure communications • Consider utilizing a mechanism or platform to track student field hours, such as: o Learning agreement/contract o Tracking spreadsheet o Journal or weekly log assignment • Examples of how field hour requirements are articulated: o Field Manual o Student Handbook o Orientation materials o Admission packet o Field course syllabi o Field module on learning management system • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.3.3 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
c. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard 3.3.4: The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program describes the field education program's process for:	☐ Describe the field education program's process for each sub-statement separately.	• **Definitions:**
		  ○ Approving Field Education Settings
		  ○ Articulation
		  ○ Process
		• *Focus of this standard:* Processes for administering the field education program's relationship with field settings.
		  ○ Programs design field education requirements and qualifications appropriate for their students, communities, and unique mission and context.
		• Prompts for *identifying field education settings*:
		  ○ Which stakeholders identify prospective settings (e.g., field director, liaisons, or other field personnel, students, community advisory board members)?
		  ○ Can settings self-nominate and request to serve as a field education setting?
		• Prompts for *approving field education settings*:
		  ○ What is the approval process from identification of the setting through when the setting is added to the field database, list, or portfolio?
		  ○ What criteria is used to vet settings for appropriateness?
		  ○ Does an introductory in-person or virtual visit occur? Who conducts this visit?
		  ○ Is an affiliation agreement completed?

i. identifying, approving, and engaging with field education settings;	☐ Describe the field education program's process for:
	  ☐ Identifying field education settings
	  ☐ Approving field education settings
	  ☐ Engaging with field education settings
	• 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 self-identify a field setting without program assistance.
	  ○ Programs are responsible for ensuring students have opportunities to secure a field placement(s), as field is social work education's signature pedagogy.
	  ▪ Per *Educational Policy 3.3*: "Field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences."	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	▪ 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.	• Examples of *engaging with field education settings*: o Site visits (in-person or virtual) o Email, phone, and/or videoconferencing contact o Newsletters • Prompts for *orienting field instructors*: o When is orientation held? o Frequency of orientation (e.g., annually, each term)? o Where is orientation held (e.g., in-person, online, hybrid)? o Is the design synchronous, asynchronous, or both? o Is orientation recorded and shared? o Who facilitates? o Who is invited (new field instructors, returning for an annual refresher or recertification, or both? o Is attendance required? o What alternative formats/arrangements are made if field instructors are unable to attend? • Examples of *engaging with field instructors*: o Site visits (in-person or virtual) o Email, phone, and/or videoconferencing contact o Annual orientation and/or training sessions o Communication via a learning management system, including providing a resource repository and/or calendar of events o Newsletters • *Evaluating field instructor effectiveness:* o Prompt: ▪ How is it ensured that field instructors can provide students with safe, meaningful, and quality
ii. orienting and engaging with field instructors; and	☐ Describe the field education program's process for: ☐ Orienting field instructors ☐ Engaging with field instructors	
iii. evaluating field instructor and field education setting effectiveness.	☐ Describe the field education program's process for: ☐ Evaluating field instructor effectiveness ☐ Evaluating field education setting effectiveness	
b. The program describes how these processes are articulated to students and field personnel.	☐ Explain how students and field personnel are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Page numbers (if applicable) ☐ State how each of the following processes are articulated to students: ☐ Identifying field education settings ☐ Approving field education settings ☐ Engaging with field education settings ☐ Orienting field instructors ☐ Engaging with field instructors ☐ Evaluating field instructor effectiveness ☐ Evaluating field education setting effectiveness ☐ State how each of the following processes are articulated to field personnel: ☐ Identifying field education settings ☐ Approving field education settings ☐ Engaging with field education settings ☐ Orienting field instructors ☐ Engaging with field instructors ☐ Evaluating field instructor effectiveness ☐ Evaluating field education setting effectiveness	competency-based learning experiences? ○ Examples: ▪ Survey or focus group (e.g., in field seminar) for students to provide feedback on their field instructors ▪ 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 instructors' ability to provide competency-based learning • *Evaluating field setting effectiveness:* ○ Prompt: ▪ How is it ensured that field settings can provide students with safe, meaningful, and quality competency-based learning experiences? ○ Examples: ▪ Survey or focus group (e.g., in field seminar) for students to provide feedback on the field setting, tasks, and options for practicing the competencies ▪ 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 settings' ability to provide competency-based learning
c. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). **Candidate Programs** | *AS 3.3.4 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

Accreditation Standard 3.3.5: The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes the field education program's process for:	☐ Describe the field education program's process for each sub-statement separately. • *Out-of-state and international field settings:* Programs are solely responsible for complying with all field standards (**AS 3.2**), ensuring out-of-state and international field settings meet the programs requirements, and verifying that such settings can offer competency-based field experiences.	• **Definitions:** o Articulation o Field Personnel o Orienting Students o Placing Students • *Focus of this standard:* Processes for administering the field education program's relationship with students. o Programs design field education requirements and qualifications appropriate for their students, communities, and unique mission and context. • *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.
i. orienting students;	☐ Describe the field education program's process for **orienting students**.	
ii. placing students;	☐ Describe the field education program's process for **placing students**. • Programs are responsible for identifying and approving field settings. o Students cannot be solely responsible for locating their own field placement, yet they can assist.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	▪ While students may have an active role, programs cannot place undue burden or hardship on a student, requiring them to 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. ▪ Per *Educational Policy 3.3*: "Field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences." ▪ 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.	• *Monitoring and supporting student learning:* o Prompts*:* ▪ Who is responsible for maintaining contact (e.g., field director, liaisons)? ▪ 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 term, once per field course)? ▪ Are site visits, virtual/remote 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 term, once per field course)? ▪ Where is the visit held (e.g., in-person, online, hybrid)? ▪ Duration (e.g., 1-hour, 2-hours)? ▪ How do field instructors partner with the program to maximize student learning? o Programs determine the format, frequency, and duration of site visits or virtual meetings between the program and field setting. • *Implementing student safety protocols:* o Field program, field site/instructor, and student often collaborate to ensure ongoing safety. o Prompts: ▪ How is the program responsible for preparing and implementing student safety protocols in field?
iii. monitoring and supporting student learning;	☐ Describe the field education program's process for **monitoring and supporting student learning**.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Describe how contact is maintained between the program and field settings. ☐ State if onsite visits, virtual/remote 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 virtual/remote methods are used in lieu.	▪ 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? ▪ What signifies student safety in field settings? What indicates an unsafe field setting? ▪ What protections are designed and in place to maintain quality field settings? ▪ How does the program prioritize safety in field settings? ▪ What expectations are placed on partner field settings to uphold and ensure safety in the learning environment? o Examples: ▪ 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-ins (e.g., journaling, dialogue, discussion boards)
iv. implementing student safety protocols; and	☐ Describe the field education program's process for **implementing student safety protocols**.	
v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).	☐ Describe the field education program's process for **evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program)**.	
b. The program describes how these processes are articulated to students and field personnel.	☐ Explain how students and field personnel are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program addresses all program options	☐ Explicitly address each program option	▪ 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 ▪ Transporting clients and conducting home visits ▪ Managing human crises, public health, and natural or manmade disasters o Prompts for developing 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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

		higher education authorities, and regional accreditors to ensure the minimum educational requirements are maintained and any necessary notifications are sent to the appropriate parties.
		• Examples of *evaluating student learning:*
		  ○ Learning agreement/contract reviewed and evaluated
		  ○ Other field instruments identified in response to **AS 5.0.1(a)**
		• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 3.3.5 is reviewed for:*
		• In development at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

Accreditation Standard B3.3.6: The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program* and who has at least two years of post-social work degree practice experience in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program describes its process for ensuring that field supervision is provided by an individual with the	• 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.
		• **Definitions:**
		  ○ Articulation
		  ○ Field Instructor
		  ○ Field Personnel

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
required degree and practice experience.	▪ 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. ▪ Per *Educational Policy 3*: "Field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences." ▪ 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: ☐ Degree ☐ Practice experience ☐ State that baccalaureate-level field instructors hold the following: ☐ A baccalaureate or master's degree from a CSWE-accredited program ☐ 2-years post-social work degree practice experience in social work	○ Post–social Work Degree Practice Experience • ***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 currently has one memorandum of understanding (MOU) with the social work accreditor in Canada (CASWE). • Consider listing any preferred qualifications. • The accrediting body and EPAS does not address licensing of field instructors. Such qualifications are beyond programmatic accreditation and at the discretion of the program. • The accrediting body and EPAS does not address the format, frequency, and duration of field instruction/supervision. Such criteria are beyond programmatic 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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Describe how required field instructor qualifications are reviewed, including: ☐ Process ☐ People involved • Baccalaureate-level field instructors must have a: o 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* o 2-years post-baccalaureate or post-master's social work degree practice experience in social work • If programs offer supplemental experience(s), 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 3.2**, the supplemental experience does not need to comply with **AS B3.3.6**.	• Examples of extenuating circumstances that may occur, initiating alternative field instruction: o Quality field settings are identified, yet no qualified field instructors are employed onsite o Planned or unplanned leaves of absence or departures of field instructors • Prompts for identifying who provides alternative field instruction/supervision: o Is a task supervisor onsite for daily student support? o Does a qualified individual at the institution or program (e.g., faculty, field liaison, field seminar instructor) provide alternative field instruction? o Does a qualified individual in the community (e.g., another field instructor, community practitioner, local alumni) provide alternative field instruction? • Prompts for the process/mechanism for providing alternative field instruction/supervision: o When is alternative field instruction held? o What format (e.g., individual, group, both)? o Frequency (e.g., weekly, bi-weekly)? o Where is supervision held (e.g., in-person, online, hybrid, after field seminar)? o Duration (e.g., 30-minutes, 1-hour, 2-hours)? • Consider designing the alternative field instruction process/mechanism similar to the field supervision students typically receive at their field setting.
b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.	☐ Explain the process/mechanism for providing alternative field instruction/supervision for students without a qualified field instructor at their field setting. o It is insufficient to only provide a declarative statement that alternative field instruction occurs. o A process/mechanism is required even if only qualified field instructors are selected for field instruction, as extenuating circumstances may occur.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	☐ Describe how alternative field instruction/supervision is provided, including the following:
	☐ Qualified social workers
	☐ Format
	☐ Frequency
	☐ Duration
	• The alternative field instructor must have the required field instructor qualifications.
	• An alternative field instructor must be assigned to the student. Providing additional training or supervision to a field setting employee who does not have the required qualifications is insufficient.
	• Field seminar cannot replace field supervision.
	  ○ 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.
	• *Note for **AS 5.0.1(a)**:* The alternative field instructor per **AS B/M3.3.6**, must assess or be jointly involved in the assessment of student competence.
		• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS B3.3.6 is reviewed for:*
		• In development at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

c. The program describes how these processes are articulated to students and field personnel.	☐ Explain how students and field personnel are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including:	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
d. The program addresses all program options.	☐ Explicitly address each program option	

Accreditation Standard M3.3.6: The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience	• 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.
	  ▪ Per *Educational Policy 3*: "Field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences."
	  ▪ Programs must ensure the student-identified instructor meets the program's
		• **Definitions:**
		  ○ Articulation
		  ○ Field Instructor
		  ○ Field Personnel
		  ○ Post–master's Social Work Degree Practice Experience
		• Consider listing any preferred qualifications.
		• The accrediting body and EPAS does not address licensing of field instructors. Such qualifications are beyond programmatic accreditation and at the discretion of the program.
		• The accrediting body and EPAS does not address the format, frequency, and duration of field instruction/supervision. Such criteria are beyond programmatic 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.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	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: ☐ Degree ☐ Practice experience ☐ State that master's-level field instructors hold the following: ☐ A master's degree from a CSWE-accredited program ☐ 2-years post-master's social work degree practice experience in social work ☐ Describe how required field instructor qualifications are reviewed, including: ☐ Process ☐ People involved • Master's-level field instructors must have 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 • If programs offer supplemental experience(s), yet do not label it field education (e.g., experiential learning,	• 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: ○ 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 the who provides alternative field instruction/supervision: ○ 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, local alumni) provide alternative field instruction? • Prompts for the process/mechanism for providing alternative field instruction/supervision: ○ When is alternative field instruction held? ○ What format (e.g., individual, group, both)? ○ Frequency (e.g., weekly, bi-weekly)?

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	exploratory, pre-field) or it is separate from the formal field education program described in response to **AS 3.2**, the supplemental experience does not need to comply with **AS M3.3.6**.	o Where is supervision held (e.g., in-person, online, hybrid, after field seminar)? o Duration (e.g., 30-minutes, 1-hour, 2-hours)? • Consider designing the alternative field instruction process/mechanism similar to the field supervision students typically receive at their field setting. • Copy/paste relevant written policies (if applicable), typically located in the field manual. • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard.
b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.	☐ Explain the process/mechanism for providing alternative field instruction/supervision for students without a qualified field instructor at their field setting. o It is insufficient to only provide a declarative statement that alternative field instruction occurs. o A process/mechanism is required even if only qualified field instructors are selected for field instruction, as extenuating circumstances may occur. ☐ Describe how alternative field instruction/supervision is provided, including the following: ☐ Qualified social workers ☐ Format ☐ Frequency ☐ Duration • The alternative field instructor must have the required field instructor qualifications. • An alternative field instructor must be assigned to the student. Providing additional training or supervision to a field setting employee who does not have the required qualifications is insufficient. • Field seminar cannot replace field instruction supervision. o Students without a qualified field instructor at their field setting must receive field instruction *above and beyond* what all students receive in field seminar.	**Candidate Programs**	*AS M3.3.6 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ 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. • *Note for **AS 5.0.1(a)**:* The alternative field instructor per **AS B/M3.3.6**, must assess or be jointly involved in the assessment of student competence.	
c. The program describes how these processes are articulated to students and field personnel.	☐ Explain how students and field personnel are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
d. The program addresses all program options.	☐ Explicitly address each program option	

Accreditation Standard 3.3.7: The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:	☐ Explicitly state if the program does not permit co-occurring field education and employment. ☐ Copy/paste the written policy regarding field placements in an organization in which the student is also employed ☐ Cite the location of each written policy, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable) • Programs may elect to permit students to complete field requirements at their place of employment. • Each program has the autonomy to develop its own policies regarding co-occurring field education and employment. • Paid field placements in any form (e.g., salary, stipend) are permitted. o Payment may include both field and employment hours.	**Definitions:** o Articulation o Field Supervision • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 3.3.7 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);	☐ Copy/paste policies for co-occurring field education and employment, including: ☐ How the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). • Student field assignments and employee tasks may qualify as field hours when directly linked to: o Nine social work competencies (and any additional competencies added by the program) o Level of practice (generalist or specialized)	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and	☐ Copy/paste policies for co-occurring field education and employment, including: ☐ How field education supervision is distinct from employment supervision time, even when provided by the same supervisor. • The field instructor and employment supervisor of a student may be the same person. o In such cases, field education supervision is distinct from employment supervision time, even when provided by the same supervisor.	
iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.	☐ Copy/paste policies for co-occurring field education and employment, including: ☐ How the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.	
b. The program describes how these policies are articulated to students and field personnel.	☐ Explain how students and field personnel are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or website ☐ Page numbers (if applicable)	
c. The program addresses all program options.	☐ Explicitly address each program option	

Educational Policy 4.0 — Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). 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. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

Educational Policy 4.1 — Student Development

Programs recognize the need to support student development both in and out of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program's commitment to student development includes program structures and resources that facilitate student participation and input into the development and delivery of the explicit and implicit curriculum. The professional development of the student requires a program's commitment to adequate resources from admission through graduation. These resources include clear admissions, advising, retention, and termination policies that reflect the program's commitment to ADEI. Programs also recognize the need to resource student-centered activities and initiatives designed to further student professional identity and comportment as well as student preparation for professional practice. These resources include but are not limited to academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.

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

Admissions

Accreditation Standard 4.1.1: The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.	☐ **REQUIRED ENCLOSURE:** Submit the Student Handbook in Volume 3 of self-study and benchmark documents. o It is permitted to combine the student handbook and field manual into one policy document. • Underrepresented and historically and currently oppressed groups are unique to each program's context. ☐ Explicitly state if the program elects to adopt the institution's admission policies. ☐ Explicitly state if the program has program-specific admission policies/practices/processes. ☐ Describe how program admissions policies make the program: ☐ Equitable ☐ Inclusive ☐ Discuss how admission policies make the program equitable and inclusive for: ☐ Underrepresented groups ☐ Historically and currently oppressed groups • The term "policies" in this standard includes: o Policies o Practices o Processes • Policies can be institutional and/or program-level.	• **Definitions:** o Equity o Inclusion • *Focus of this standard:* Equity and inclusion within admission policies, practices, and processes to reduce unfair bias. • Admissions span the entire process, including: o Strategic outreach and marketing o Recruitment of prospective students o Review and evaluation of applications o Formal notification of applicants' admission decision o Offering financial aid, funding, and /or scholarship programs o Orientation o Elimination of any admission barriers, including platform, process, and criteria o Periodic reviews of the admissions process for opportunities to prioritize equity and inclusivity, including seeking feedback for applicants and students • Examples: o Community partnerships that provide pathways for students in high school (e.g., dual enrollment) and community colleges (e.g., articulation agreements) ▪ Recruitment from community colleges in underserved communities o Credit-bearing introductory social work courses offered to the local community or online, students may enroll or audit o Recruitment office locations o Funded campus visits or access to admissions counselors o Timing information sessions and open houses (e.g., online, evenings, weekends) to
b. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		maximize access across time zones and include prospective students with various work-life priorities (e.g., family care) o Offering childcare during onsite recruitment events o No application fees or fee waivers o Accessibility of application platform o Inclusive demography questions on the application o Objective application evaluation criteria or a holistic admissions rubric (as defined by programs) ▪ Include prompt on application for students to "tell their story" by providing context and addressing any extenuating circumstances in their academic and professional history o Optional or elimination of standardized test scores as an admission criterion o Employing multiple evaluators per application o Requiring unconscious bias training for application evaluators o Alternative methods for conducting admission interviews (e.g., videoconferencing, phone) o Option for transgender individuals to change their name and pronouns on admissions applications o Waiving all generalist course requirements and offering advanced standing to qualifying students (AS M4.1.3), ensuring previous content achievements are not repeated, affecting students' financial health ▪ Eliminate time limits (e.g., 5-7 years) between earning a baccalaureate

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		social work degree and entering an advanced standing master's social work program ○ Offering office hours, group/student organization opportunities, and resources at orientation to support students in navigating higher education and their new degree program ○ Strategies to reengage and reintegrate students who took a leave of absence (e.g., parents, caretakers, active duty military, students experiencing loss, financial hardship, or other emergencies) ○ Recruitment fairs ○ Maximize number of transfer credits accepted ○ Optional early orientation to build social connections ○ Admission process and orientation supports for first generation, second career, or transfer students • Copy/paste relevant written admission policies (if applicable). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.1.1 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3

Accreditation Standard B4.1.2: The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its: i. criteria for admission;	☐ Explicitly state if the program elects to admit students simultaneously into both the institution and program. ☐ List all admission criteria, including: ☐ Standard admittance ☐ Transfer admittance • *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. • The BOA does not regulate admission/enrollment caps for any admission type.	• **Definition:** o Articulation • Example admission decision types: o Accept o Contingent, conditional, or provisional o Deny o Waitlist • Copy/paste relevant written policies (if applicable) for: o Admission criteria o Evaluating admission applications o Admission decision types o Notifying applicants of all admission decision types • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS B4.1.2 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
ii. process for the evaluation of applications;	☐ Explicitly state if the program elects to adopt the institution's admission application evaluation process ☐ Explicitly state if the program has a program-specific application evaluation process. ☐ Provide the process for evaluating admission applications.	
iii. admission decision types; and	☐ Explicitly state if the program elects to adopt the institution's admission decision types. ☐ Explicitly state if the program has a program-specific decision types. ☐ List all possible admission decision types.	
iv. process for the notification of each decision type.	☐ Explicitly state if the program elects to adopt the institution's admission notification policies and procedures. ☐ Explicitly state if the program has a program-specific admission notification process.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Provide the process for notifying applicants of all admission decision types.	
b. The program describes how the admission criteria and processes are articulated.	☐ Explain how stakeholders are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
c. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard M4.1.2: The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its: i. criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;	☐ Explicitly state if the program elects to admit students simultaneously into both the institution and program. ☐ List all admission criteria, including: ☐ Standard admittance ☐ Transfer admittance ☐ Advanced standing admittance	• **Definitions:** o Articulation o Recognized Regional Accrediting Organization • Example admission decision types: o Accept o Contingent, conditional, or provisional o Deny o Waitlist • Copy/paste relevant written policies (if applicable) for: o Admission criteria

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Explicitly state that the admission criteria includes 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. • The BOA does <u>not</u> regulate admission/enrollment caps for any admission type.	○ Evaluating admission applications ○ Admission decision types ○ Notifying applicants of all admission decision types • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS M4.1.2 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
ii. process for the evaluation of applications;	☐ Explicitly state if the program elects to adopt the institution's admission application evaluation policies and procedures. ☐ Explicitly state if the program has a program-specific application evaluation process. ☐ Provide the process for evaluating admission applications.	
iii. admission decision types; and	☐ Explicitly state if the program elects to adopt the institution's admission decision types. ☐ Explicitly state if the program has a program-specific decision types. ☐ List all possible admission decision types.	
iv. process for the notification of each decision type.	☐ Explicitly state if the program elects to adopt the institution's admission notification policies and procedures. ☐ Explicitly state if the program has a program-specific admission notification process.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Provide the process for notifying applicants of all admission decision types.	
b. The program describes how the admission criteria and processes are articulated.	☐ Explain how stakeholders are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
c. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard M4.1.3: The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its policy for awarding advanced standing.	• All master's programs must offer advanced standing. ○ Programs define and design advanced standing requirements. ☐ Copy/paste the written policy for awarding advanced standing. ☐ Cite the location of the written policy, including: ☐ Name of, handbooks, syllabi, platforms, and/or websites	• **Definitions:** ○ Secondary Mechanism • *Focus of the standard:* Ensuring students are not repeating previously achieved content. • The accrediting body and EPAS does not address the number of credit hours for degree attainment/conferral. Such decisions are beyond programmatic accreditation and at the discretion of the program, their institution, state-based higher education authority, and/or regional accreditor documents, manuals.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Page numbers (if applicable) ☐ 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 • Programs are not permitted to offer advanced standing only programs. o Master's social work programs must meet accreditation standards for both generalist and specialized practice. o Master's social work programs must offer pathways to enter the social work profession at both the generalist and specialized practice levels. o If the program offers its full generalist and specialized curriculum at one program option; additional program options can be advanced standing only. • Programs are not permitted to offer traditional standing only programs. o If the program offers advanced standing at one program option; additional program options can be traditional standing only. • Programs can offer full-time and/or part-time plans of study to advanced standing students.	o Programs are advised to inquire with their state's licensing board regarding any post-degree practice implications. • Example of awarding advanced standing: o Waiving the generalist curriculum requirements and beginning the specialized curriculum immediately upon admission/enrollment. o Waiving the generalist curriculum requirements and offering a few bridge courses for students to connect and integrate generalist and specialized learning, while ensuring generalist content achievements are not repeated. • Master's programs may elect to contingently grant advanced standing status to students that graduated from a baccalaureate social work program in candidacy with CSWE *as long as* the program receives initial accreditation while the student in enrolled in the master's program. o 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. o This affects students graduating close to/immediately before the baccalaureate program's initial accreditation date. o Candidate Programs are encouraged to graduate their first cohort as close to their initial accreditation date as possible. o Programs have discretion to implement additional advanced standing requirements.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	• The BOA does <u>not</u> regulate admission/enrollment caps for any admission type.	• Prompts for ensuring students do not repeat generalist content at the master's level that has been achieved at the baccalaureate level: o What process does the program use to determine that an applicant/student will not repeat generalist content? o When reviewing baccalaureate social work graduates' applications, how does the program avoid content repetition? o How does the program determine that previous generalist content and achievements will not be repeated, and the process is fair and equitable? o Is there separate forms or documentation submitted by the applicant? o Is there a mechanism used to ensure there is not repetition? o How does the program define achievement? o How is this definition used to avoid repetition? • Examples of ensuring no repetition of content and achievements: o Waiving required generalist courses o Minimum grade point average (GPA) o Earning a "B" or better in a social work course o Review of transcripts for comparability o Review of individual course syllabi o Curricular review of generalist practice coursework (e.g., reviewing curricular map, catalogue content, course descriptions) o Passing a placement or equivalency exam o Qualifying for advanced standing status
b. The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.	☐ Copy/paste the written policy for ensuring content and achievements are not repeated. ☐ Identify the process/mechanism for ensuring applicants holding baccalaureate social work degrees do not repeat undergraduate generalist content and achievements. o Programs can identify granting advanced standing status as their process/mechanism. o Lack of a process/mechanism is <u>not</u> acceptable. o "Achievement" is a relative term defined by the program. ☐ Identify a secondary process/mechanism for ensuring baccalaureate social work graduates do not repeat generalist content achievements, when applicants do not qualify for advanced standing status. o Generalist practice competencies are identical whether taught at the graduate or undergraduate levels. Therefore, master's programs cannot identify a more rigorous curriculum as a secondary mechanism. • The BOA does <u>not</u> endorse nor prohibit time limits between earning a baccalaureate social work degree and entering an advanced standing master's social work program. • Programs have discretion to include or exclude the following students in their process/mechanism: o Graduates from unaccredited baccalaureate social work programs o Graduates from baccalaureate social work programs in candidacy	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ 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	• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS M4.1.3 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3 *Pre-candidate and candidate programs:* Must have advanced standing policies at Benchmark 1 and can offer advanced standing admission anytime during the candidacy process; however, advanced standing must be offered at Benchmark 3.
c. The program describes how these policies are articulated.	☐ Explain how stakeholders are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
d. The program addresses all program options.	☐ Explicitly address each program option	

Accreditation Standard 4.1.4: The program has policies for the transfer of social work course credit.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its policies for the transfer of social work course credit.	• Programs develop their own transfer credit policies. ☐ Copy/paste written policy for transfer of credits. ☐ Cite the location of each written policy, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	• **Definitions:** ○ Articulation ○ Transfer of Credits • *Focus of this standard:* Transfer credit policies and procedures for social work courses not general education courses.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Provide the 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. ☐ Explicitly state if the program has program-specific transfer credit policies and procedures. • Programs may only accept field education and practice course transfer credits from other CSWE-accredited (including ISWDRES-equivalent) or candidacy social work programs, unless the program is able to explain how the program assesses course equivalency to comply with all **AS 3.3** (field education) standards and **AS 4.2.2** (practice course instructor qualifications). o Transfer credit policies and procedures do not need to explicitly state this; yet documentation cannot oppose/violate this interpretation. o Practice course and field credits earned during pre-candidacy/the retroactive accreditation timeframe are transferrable once the program attains candidacy. o Credits transferred from programs that withdraw from candidacy or reaffirmation are valid as the program was evaluated by the BOA to achieve an accreditation status (i.e., candidacy or reaffirmation) and were compliant or actively working toward compliance. • Programs decide whether they accept required and elective non-practice course transfer credits.	• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.1.4 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
b. The program describes how these policies are articulated.	☐ Explain how stakeholders are actively informed, including where and how the information is accessed by relevant stakeholders.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
c. The program addresses all program options.	☐ Explicitly address each program option	

Accreditation Standard 4.1.5: The program does not grant social work course credit for life experience or previous work experience.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.	☐ Copy/paste the written policy explicitly stating that the social work program does not grant social work course credit for: ☐ Life experience ☐ 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)	• **Definition:** o Articulation o Course Credit • Examples of how this policy is articulated: o Prospective student materials o Admission packet o Syllabi o Learning management system o Orientation o Advising sessions o Webinars/online modules o Newsletters or other communications o Websites • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard.
b. The program describes how this policy is articulated.	☐ Explain how stakeholders are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including:	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	**Candidate Programs** | *AS 4.1.5 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
c. The program addresses all program options.	☐ Explicitly address each program option.	

Advisement, Retention, and Termination

Accreditation Standard 4.1.6: The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its policy for academic advising.	☐ Copy/paste the written policy 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 ☐ Cite the location of each written policy, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	• **Definitions:** ○ Articulation ○ Faculty ○ Professional Advising • 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 • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard.
b. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.	☐ Copy/paste the written policy for professional advising. ○ Absence of professional advising policies is insufficient. ○ Professional advising focuses upon post-graduation preparation for entry into the profession.	**Candidate Programs** | *AS 4.1.6 is reviewed for:* • In development at Benchmark 1

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ 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). ☐ Specify which social work program personnel provide professional advising: ○ Faculty ○ Staff ☐ Cite the location of each written policy, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	• Approval at Benchmark 2 • Compliance at Benchmark 3
c. The program describes how these policies are articulated.	☐ State how each of the following policies are articulated to stakeholders, including where and how the information is accessed by relevant stakeholders: ☐ Academic Advising ☐ Professional Advising ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
d. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard 4.1.7: The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program provides its policies for evaluating academic performance.	☐ Copy/paste the written policy for evaluating students' 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.
		• **Definitions:**
		  ○ Articulation
		  ○ Due Process
		  ○ Policy
		  ○ Professional Performance
		• 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 enroll in 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
		  ○ Upholding behavioral expectations in the field setting, classroom, or community
		• 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

b. The program provides its policies for evaluating professional performance.	☐ Copy/paste the written policy for evaluating students' professional performance.
	☐ The policy must include:
	  ☐ Evaluation of professional performance during field education; *and*
	  ☐ Evaluation of professional performance expanding beyond field education as students must be expected demonstrate professionalism in all educational spaces (e.g., classrooms, committees, student organizations, extracurricular activities).	

c. The program provides its policies for student termination from the program.	☐ Explicitly state if the program elects to adopt the institution's termination policies. ☐ Explicitly state if the program has program-specific policies for evaluating academic performance. ☐ Copy/paste written termination policies for each of the following:	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	☐ Academic performance misconduct
	☐ Professional performance misconduct
		procedures (e.g., violating the NASW Code of Ethics)?
		• Examples of ways in which these policies are articulated:
		  ○ Prospective student materials
		  ○ Admission packet
		  ○ Syllabi
		  ○ Learning management system
		  ○ Orientation
		  ○ Advising sessions
		  ○ Webinars/online modules
		  ○ Newsletters or other communications
		  ○ Websites
		• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 4.1.7 is reviewed for:*
		• In development at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

d. The program provides its policies related to due process for reasons of academic performance.	☐ Copy/paste the written policies related to due process for reasons of academic performance.	
e. The program provides its policies related to due process for reasons of professional performance.	☐ Copy/paste the written policies related to due process for reasons of professional performance.	
f. The program provides its policies related to due process for reasons of student termination from the program.	☐ Copy/paste the written policies related to due process of student termination for reasons of academic and professional performance.	
g. The program describes how these policies are articulated.	☐ State how each of the following policies are articulated to stakeholders, including where and how the information is accessed by relevant stakeholders: ☐ Evaluating academic performance ☐ Evaluating professional performance ☐ Due process for reasons of academic performance ☐ Due process for reasons of professional performance ☐ Termination for reasons of academic performance misconduct ☐ Termination for reasons of professional performance misconduct. ☐ Cite the location of the written articulation, including:	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
h. The program addresses all program options.	☐ Explicitly address each program option.	

Student Participation

Accreditation Standard 4.1.8: The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.	• Students must have equitable and inclusive opportunities for:
	  ○ Input in the *implicit curriculum*
	  ○ Participation in the *implicit curriculum*
	☐ Copy/paste the written policy for student input and participation in the implicit curriculum.
	☐ Response must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional level.
	☐ Cite the location of each written policy, including:
	  ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	  ☐ Page numbers (if applicable)
		• **Definitions:**
		  ○ Articulation
		  ○ Equity
		  ○ Implicit Curriculum
		  ○ Inclusion
		  ○ Opportunities
		• Examples of student opportunities for input and participation in the implicit and explicit curriculum:
		  ○ Seats/positions on standing or ad hoc committees
		  ○ Administrative meetings with the student body/union
		  ○ Town hall or annual program meetings
		  ○ Student liaison or representative participation in faculty meetings
		  ○ Program feedback/evaluation opportunities
		  ○ Exit surveys or focus groups
		  ○ Timing (e.g., evening, weekend) and access (e.g., teleconference, chat-enabled

b. The program provides its policies for ensuring equitable and inclusive	• Students must have equitable and inclusive opportunities for: ○ Input in the *explicit curriculum*	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
opportunities for student input and participation in the explicit curriculum.	○ Participation in the *explicit curriculum* ☐ Copy/paste the written policy for student input and participation in the explicit curriculum. ☐ Response must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional level. ☐ Cite the location of each written policy, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	videoconferencing, closed captions) of engagement opportunities and events • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.1.8 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
c. The program describes how these policies are articulated.	☐ Explain how stakeholders are actively informed, including where and how the information is accessed by relevant stakeholders. ☐ Cite the location of the written articulation, including: ☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	
d. The program addresses all program options.	☐ Explicitly address each program option.	

Educational Policy 4.2 — Faculty

Appropriate and qualified faculty representing diverse perspectives 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 model the behavior and values expected of professional social workers in the context of ADEI. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program's essential functions, which may include recruitment; enrollment; advising; student engagement; retention; curriculum development; teaching; research; scholarship; mentorship; oversight of student research; assessment; service on institutional or program committees; field education support and program management; appropriate class sizes and sufficient course offerings to meet program aims; and monitoring and evaluation of student progress.

Faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full- or part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

Accreditation Standard 4.2 — Faculty

Accreditation Standard B4.2.1: The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master's degree in social work from a CSWE-accredited program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 4.2.1.	☐ **REQUIRED FORM:** Form AS 4.2.1 – Faculty Summary Form ☐ Institutions with both CSWE-accredited baccalaureate and master's programs only include faculty for the program under accreditation review, not a combined form inclusive of both programs' faculty. ☐ Complete the form by listing each baccalaureate program faculty member, in alphabetical order by last name.	• **Definitions:** ○ Degree from CSWE-Accredited Master's Program ○ Faculty ○ Hiring Date ○ Post-master's Social Work Degree Practice Experience ○ Principal Assignment ○ Start Date • **SAMPLE: Form AS 4.2.1 – Faculty Summary Form** • Examples: The majority (51% or more) of identified full-time faculty whose principal assignment is to the

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Identify current faculty employed in the baccalaureate program at the time the accreditation document is submitted. ☐ Identify all faculty with full-time, part-time, or partial appointments to the baccalaureate program. ☐ Identify baccalaureate program faculty across all program options. ☐ Faculty information must be consistent on both the required *Form AS 4.2.1* and *Faculty Data Form*s. • 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.	baccalaureate program have a master's degree in social work from a CSWE-accredited: o 2 out of 2 o 3 out of 5 o 4 out of 6 • Examples of duties beyond social work include: o Chairing a multi-disciplinary department o Teaching general education courses • When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. o In such cases, programs must document current compliance with the relevant standards. • When a minimum number of full-time faculty position becomes vacant, programs appoint an interim/temporary or permanent faculty member to maintain continuous compliance. • The accrediting body and EPAS does not address licensing of social work faculty. Such criteria are beyond programmatic accreditation and at the discretion of the program. • Accredited programs may be eligible to apply/request a waiver for certain components of this standard. o Waiver approvals are not guaranteed. o Learn more in policy *4.5 Waivers to Accreditation Standards* in the Accreditation Policy Handbook. o If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.
b. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.	☐ **REQUIRED FORM: Faculty Data Form** ☐ Complete a *Faculty Data Form* for each baccalaureate program faculty member and include: ☐ Month and year degrees were earned ☐ Start and end dates for all documented post-baccalaureate and post-master's social work degree practice experiences ☐ Faculty information must be consistent on both the required *Form AS 4.2.1* and *Faculty Data Form*s.	
c. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of	☐ Identify two (2) or more full-time faculty whose principal assignment is to the baccalaureate program. Identified faculty must have a:	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program.	☐ Full-time appointment to the baccalaureate social work program, or social work overall ☐ Principal assignment to the baccalaureate - level (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 doctorate-level social work programs ☐ Duties beyond social work ○ This is <u>not</u> a full-time equivalency (FTE) calculation. ▪ This requirement <u>cannot</u> be distributed across multiple part-time faculty members. ☐ State the total number of full-time faculty whose principal assignment is to the baccalaureate program. ☐ Of those faculty, identify the number that have a master's degree in social work from a CSWE-accredited program. ☐ State that the majority (51% or more) of the identified faculty meet the requirements of this standard. ☐ The identified faculty must have either a: ☐ CSWE-accredited degree,	• Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS B4.2.1 is reviewed for:* • Approval at Benchmark 1 (2 Faculty) • Approval at Benchmark 2 (2 Faculty) • Compliance at Benchmark 3 (2 Faculty) • *For staff to approve the Benchmark 1 document and enter Pre-candidacy:* Programs must have two (2) full-time principally assigned baccalaureate program faculty formally hired. Their start date* must be no later than: ○ February BOA Agenda: by August 1st ○ June BOA Agenda: by November 1st ○ October BOA Agenda: by February 1st ○ *Start dates are aligned with the due date for the Benchmark document submission to the visitor and program's accreditation specialist. ○ Even if students are not enrolled or the program is not fully operational, these faculty must be formally hired with an appropriate start date. • *For Benchmark 1:* Programs must have two (2) full-time principally assigned baccalaureate program faculty formally hired. Their start date* must be no later than: ○ February BOA Agenda: by August 1st ○ June BOA Agenda: by November 1st ○ October BOA Agenda: by February 1st ○ *Start dates are aligned with the due date for the Benchmark document submission to the

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ 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. • 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 not considered full-time faculty and cannot be identified as in response to this standard. • Faculty information must be consistent on both the required *Form AS 4.2.1* and *Faculty Data Form*s. • Overload appointments are reviewed on a case-by-case basis. o In narrative format, describe any overload appointments for the identified faculty. o Explain appointment sufficiency for the identified faculty.	visitor and program's accreditation specialist. o Even if students are not enrolled or the program is not fully operational, these faculty must be formally hired with an appropriate start date. • *For Benchmark 2 & 3:* Programs must have two (2) full-time principally assigned baccalaureate program faculty actively working within the program. Students must be enrolled and the program fully operational by Benchmark 2. • *For Benchmark 3:* The majority of full-time faculty must meet the credential requirements* no later than: o February BOA Agenda: by August 1st o June BOA Agenda: by November 1st o October BOA Agenda: by February 1st o *The majority credentialing rule is aligned with the due date for the Initial Accreditation Self-study submission to the visitor and program's accreditation specialist. o This is not a requirement for Benchmark 1 nor Benchmark 2.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
d. The program includes faculty for all program options.	☐ Explicitly address each program option. • The minimum faculty requirement applies to the entire baccalaureate program. ○ It is <u>not</u> expected that each program option has the minimum number of faculty per this standard.	

Accreditation Standard M4.2.1: The master's social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master's program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master's program have both a master's degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS

a. The program submits Form AS 4.2.1.	☐ **REQUIRED FORM: Form AS 4.2.1 – Faculty Summary Form**
	☐ Institutions with both CSWE-accredited baccalaureate and master's programs only include faculty for the program under accreditation review, <u>not</u> a combined form inclusive of both programs' faculty.
	☐ Complete the form by listing each master's program faculty member, in alphabetical order.
	  ○ Master's programs only document post-master's degree social work practice experience on the *Faculty Data Forms* as required in **AS M4.2.1**. Post-baccalaureate experience is <u>not</u> required to be documented.
		• **Definitions:**
		  ○ Degree from CSWE-Accredited Master's Program
		  ○ Faculty
		  ○ Hiring Date
		  ○ Post-master's Social Work Degree Practice Experience
		  ○ Principal Assignment
		  ○ Start Date
		• **SAMPLE: Form AS 4.2.1 – Faculty Summary Form**
		• Examples: The majority (51% or more) of identified full-time faculty whose principal assignment is to the master's program have a master's degree in social work from a CSWE-accredited program *and* a doctoral degree:
		  ○ 3 out of 4
		  ○ 4 out of 6

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS
	☐ Identify current faculty employed in the master's program at the time the accreditation document is submitted. ☐ Identify all faculty with full-time, part-time, or partial appointments to the master's program. ☐ Identify master's program faculty across all program options. ☐ Faculty information must be consistent on both the required *Form AS 4.2.1* and *Faculty Data Form*s. • 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.	○ 6 out of 10 • 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 an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. ○ In such cases, programs must document current compliance with the relevant standards. • When a minimum number of full-time faculty position becomes vacant, programs appoint an interim/temporary or permanent faculty member to maintain continuous compliance. • The accrediting body and EPAS does not address licensing of social work faculty. Such criteria are beyond programmatic accreditation and at the discretion of the program. • Accredited 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.
b. The program submits a Faculty Data Form for each full- and part-time master's social work program faculty member.	☐ **REQUIRED FORM: Faculty Data Form** ☐ Complete a *Faculty Data Form* for each master's program faculty member and include: ☐ Month and year degrees were earned ○ Master's programs only document post-master's degree social work practice experience on the *Faculty Data Form*s as required in **AS M4.2.1**. Post-baccalaureate experience is not required to be documented. ☐ Start and end dates for all documented post-baccalaureate (optional) and post-master's social work degree practice experiences ☐ Faculty information must be consistent on both the required *Form AS 4.2.1* and *Faculty Data Form*s.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS
c. The program identifies the total number of full-time faculty whose principal assignment is to the master's program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program and a doctoral degree.	☐ Identify four (4) or more full-time faculty whose principal assignment is to the master's program. Identified faculty must have a: ☐ Full-time appointment to the master's social work program, or social work overall ☐ Principal assignment to the master's-level (51% or more of their appointment dedicated to the master's- 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 baccalaureate or doctorate-level social work programs ☐ Duties beyond social work o This is <u>not</u> a full-time equivalency (FTE) calculation. ▪ This requirement <u>cannot</u> be distributed across multiple part-time faculty members. ☐ State the total number of full-time faculty whose principal assignment is to the master's program. ☐ Of those faculty, identify the number that have a master's degree in social work from a CSWE-accredited program and a doctoral degree. ☐ State that the majority (51% or more) of the identified faculty meet the requirements of this standard.	**Candidate Programs** | *AS M4.2.1 is reviewed for:* • Approval at Benchmark 1 (2 Faculty) • Approval at Benchmark 2 (3 Faculty) • Compliance at Benchmark 3 (4 Faculty) • *For staff to approve the Benchmark 1 document and enter Pre-candidacy:* Programs must have two (2) full-time principally assigned master's program faculty formally hired. Their start date* must be no later than: o February BOA Agenda: by August 1st o June BOA Agenda: by November 1st o October BOA Agenda: by February 1st o *Start dates are aligned with the due date for the Benchmark document submission to the visitor and program's accreditation specialist. o Even if students are not enrolled or the program is not fully operational, these faculty must be formally hired with an appropriate start date. • *For Benchmark 1:* Programs must have two (2) full-time principally assigned master's program faculty formally hired. Their start date* must be no later than: o February BOA Agenda: by August 1st o June BOA Agenda: by November 1st o October BOA Agenda: by February 1st o *Start dates are aligned with the due date for the Benchmark document submission to the visitor and program's accreditation specialist. o Even if students are not enrolled or the program is not fully operational, these faculty must be formally hired with an appropriate start date.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS
	☐ 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. • 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. • While a doctoral degree in social work is preferred, a doctoral degree may be in any discipline. o Faculty holding a professional law degree (i.e., juris doctor/JD) can be counted in the majority. o Faculty designated as "All But Dissertation" (ABD) have not earned a doctoral degree and cannot be counted in the majority. • Program directors and field directors 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 not considered full-time faculty and cannot be identified as in response to this standard.	• *For Benchmark 2:* Programs must have three (3) full-time principally assigned master's program faculty actively working within the program. Their start date* must be no later than: o February BOA Agenda: by August 1st o June BOA Agenda: by November 1st o October BOA Agenda: by February 1st o *Start dates are aligned with the due date for the Benchmark document submission to the visitor and program's accreditation specialist. o Students must be enrolled and the program fully operational by Benchmark 2. • *For Benchmark 3:* Programs must have four (4) full-time principally assigned master's program faculty actively working within the program. Their start date* and the majority of full-time faculty must meet the credential requirements** no later than: o February BOA Agenda: by August 1st o June BOA Agenda: by November 1st o October BOA Agenda: by February 1st o *Start dates are aligned with the due date for the Benchmark document submission to the visitor and program's accreditation specialist. o **The majority credentialing rule is aligned with the due date for the Initial Accreditation Self-study submission to the visitor and program's accreditation specialist. o This is not a requirement for Benchmark 1 nor Benchmark 2.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS

	• Faculty information must be consistent on both the required *Form AS 4.2.1* and *Faculty Data Form*s.
	• Overload appointments are reviewed on a case-by-case basis.
	  ○ In narrative format, describe any overload appointments for the identified faculty.
	  ○ Explain appointment sufficiency for the identified faculty.	

d. The program includes faculty for all program options.	☐ Explicitly address each program option. • The minimum faculty requirement applies to the entire master's program. ○ It is <u>not</u> expected that each program option has the minimum number of faculty per this standard.	

Accreditation Standard 4.2.2: Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program identifies its social work practice courses.	• Programs must have practice courses in the required social work curriculum; however, programs define and classify practice courses.
	☐ List the program's social work practice courses, including:
	  ☐ Course number
	  ☐ Course title
		• **Definitions:**
		  ○ Faculty
		  ○ Post–master's Social Work Degree Practice Experience
		• Document post-master's degree practice experience on *Faculty Data Forms.*
		  ○ Programs determine which faculty experiences are aligned with the EPAS definition.
		  ○ Accreditation staff <u>cannot</u> evaluate nor determine if specific faculty experience(s) count towards the 2-year minimum.

b. The program identifies the faculty who teach each social work practice course and affirms that they have	☐ List the names of faculty who teach social work practice courses.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
the requisite experience and credentials.	☐ State whether each faculty member has a master's degree in social work from a CSWE-accredited program and at least two (2) years of post-master's social work degree practice experience in social work. ☐ Faculty information must be consistent on both the required *Form AS 4.2.1* and *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. • *For non-practice courses*: The EPAS does not have required qualifications to teach non-practice courses. • Programs determine the faculty members qualifications necessary to teach that course/content.	o Calculate the total hours of full-time/equivalent post-degree practice experience. o Social work practice experience can be earned anytime post-master's degree in an individual's career. • Courses in which the content is primarily theoretical or based on academic achievement may not be framed as a practice course. • 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 groups, practice with organizations and communities) o Courses focused on any stage of social work or interdisciplinary intervention with client, constituent, and community systems or policy practice o 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) o Courses with content that is best taught by qualified faculty members with a CSWE-accredited master's social work degree and at least 2-years of post-degree social work practice experience (e.g., clinical diagnostic assessments) • Accredited programs may be eligible to apply/request a waiver for certain components of this standard. o Waiver approvals are not guaranteed.
c. The program includes faculty and practice courses for all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ 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 4.2.2 is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 2

Accreditation Standard B4.2.3: Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its full-time equivalent faculty-to-student ratio.	• 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 (#:#). ☐ The ratio must be current at the time of submission. ☐ At minimum, the ratio must include the current term upon submission of the accreditation document. ○ Programs can elect to calculate their ratio per academic year, or per term.	• **Definitions:** ○ Faculty ○ Full-time Equivalent (FTE) • 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 using the institution's faculty workload policy: ○ Consider including all faculty workload policy roles in the calculation (e.g., teaching, administration, research, service, advising).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	▪ Programs define academic year. o If accreditation documents are submitted when the program is not operating (e.g., summer), provide the ratio for the next academic year or term. ☐ Baccalaureate programs must document a ratio of 1:25 or lower, unless the program provides evidence demonstrating achievement of student competence [**AS 5.0.1(b**)] and program outcomes (**AS 5.0.3**) per compliance statement "c".	o 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 (0.17) FTE. o If a faculty member has a 75% (0.75 FTE) baccalaureate teaching appointment and 25% (0.25 FTE) baccalaureate administrative appointment, then they have 100% (1.0 FTE) assigned to the baccalaureate program. o If a faculty member has a 50% (0.50 FTE) baccalaureate teaching appointment and 50% (0.50 FTE) master's teaching appointment, then they have 50% (0.50 FTE) assigned to the baccalaureate program and 50% (0.50 FTE) assigned to the master's program. o If a faculty member has a 25% (0.25 FTE) baccalaureate teaching appointment, 35% (0.35 FTE) baccalaureate administrative appointment, and 40% (0.40 FTE) master's advising appointment, then they have 60% (0.60 FTE) assigned to the baccalaureate program and 40% (0.40 FTE) assigned to the master's program. • Example formula and calculation using the student's credit hour policy: o If full-time credit hour enrollment is twelve (12) per term, a student taking six (6) credit hours per term constitutes 1/2 (0.5) FTE. • Part-time faculty is broadly defined and varies across institutions, this may include adjunct, lecturers, or other ranks/titles. • If ratio is higher than 1:25: o Consider inserting all relevant data into a table or citing the page number of the
b. The program describes how this ratio is calculated.	☐ Explain step-by-step how the ratio is calculated. ☐ Provide the formula. o Programs have autonomy to determine the formula. o There is no specific formula required by the EPAS or BOA. ☐ Show the calculation/math. o Programs have autonomy to determine the calculation. o There is no specific calculation required by the EPAS or BOA. ☐ Include faculty in the ratio calculation: ☐ Full-time faculty must be included. o While <u>not</u> required, programs can elect to include part-time faculty. o Individuals on a faculty line or designated as faculty can be included. o 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 4.3.4(c)**] and field directors [**AS B/M 4.3.5**(c)]	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	can count their administrative assigned time in the calculation. o Overload appointments are reviewed on a case-by-case basis. ▪ In narrative format, describe any overload appointments for the identified faculty. ▪ Explain appointment sufficiency for the identified faculty. o Staff, teaching assistants, graduate student assistants, research assistants, doctoral students, and field instructors cannot 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 must be included. ☐ Students formally admitted to the social work program must be included. o 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). o Non-social work students enrolled in social work courses (e.g., interprofessional education, other social sciences) must not be included in the ratio calculation.	relevant standards [**AS 5.0.1(b)** & **AS 5.0.3**] to review complete data sets. o Programs may include information about program context and student experience to explain the rationale and sufficiency of a higher ratio, in addition to data-based evidence required. • When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. o In such cases, programs must document current compliance with the relevant standards. • Consider including all students for whom the social work program is primarily responsible for their education (e.g., courses, advising, services). • Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS B4.2.3 is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
c. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).	☐ Explicitly state whether the ratio is above 1:25. ☐ When a ratio higher than 1:25 is documented, provide both of the following to demonstrate the program meets program-identified benchmarks with a higher ratio: ☐ Evidence that students achieve competence of all nine social work competencies (and any additional competencies added by the program) [**AS 5.0.1(b)**]. ☐ Evidence that the program achieves all its program outcomes (**AS 5.0.3**). ☐ Evidence must include clear and explicit linkages to the data provided in **AS 5.0.1(b)** and **AS 5.0.3.** ☐ Provide a rationale for a ratio higher than 1:25. ☐ Describe whether the ratio is sufficient. ☐ Make an explicit statement/professional judgment about the current sufficiency of the program's ratio. ☐ If the ratio is insufficient, address this in the narrative.	
d. The program's calculation is inclusive of all program options.	☐ The formula and calculation must be inclusive of all program options. • Do <u>not</u> provide separate formulas and calculations for each program option. • Do <u>not</u> provide multiple ratios. • Do <u>not</u> provide separate ratios for each program option.	

Accreditation Standard M4.2.3: Inclusive of all program options, the master's program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the

program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its full-time equivalent faculty-to-student ratio.	• 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 (#:#). ☐ The ratio must be current at the time of submission. ☐ At minimum, the ratio must include the current term upon submission of the accreditation document. o Programs can elect to calculate their ratio per academic year, or per term. ▪ Programs define academic year. o If accreditation documents are submitted when the program is not operating (e.g., summer), provide the ratio for the next academic year or term. ☐ Master's programs must document a ratio of 1:12 or lower, unless the program provides evidence demonstrating achievement of student competence [**AS 5.0.1(b)]** and program outcomes (**AS 5.0.3**) per compliance statement "c".	• **Definitions:** o Faculty o Full-time equivalent (FTE) • The purpose of the ratio is not to serve as a required nor recommended class size. o Class enrollment can be any size. • Example formulas and calculations using the institution's faculty workload policy: o Consider including all faculty workload policy roles in the calculation (e.g., teaching, administration, research, service, advising). o 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 (0.17) FTE. o If a faculty member has a 50% (0.50 FTE) master's teaching appointment, 25% (0.25 FTE) master's advising appointment, and 25% (0.25 FTE) master's research appointment, then they have 100% (1.0 FTE) assigned to the master's program. o If a faculty member has a 50% (0.50 FTE) baccalaureate teaching appointment and 50% (0.50 FTE) master's teaching appointment, then they have 50% (0.50 FTE) assigned to the baccalaureate program and 50% (0.50 FTE) assigned to the master's program. o If a faculty member has a 25% (0.25 FTE) baccalaureate teaching appointment, 35% (0.35 FTE) baccalaureate administrative
b. The program describes how this ratio is calculated.	☐ Explain step-by-step how the ratio is calculated. ☐ Provide the formula. o Programs have autonomy to determine the formula. o There is no specific formula required by the EPAS or BOA. ☐ Show the calculation/math.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ 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 4.3.4(c)**] and field directors [**AS B/M 4.3.5**(c)] can count their administrative assigned time in the calculation. ○ Overload appointments are reviewed on a case-by-case basis. ▪ In narrative format, describe any overload appointments for the identified faculty. ▪ Explain 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.	appointment, and 40% (0.40 FTE) master's advising appointment, then they have 60% (0.60 FTE) assigned to the baccalaureate program and 40% (0.40 FTE) assigned to the master's program. • Example formula and calculation using the student's credit hour policy: ○ If full-time credit hour enrollment is twelve (12) per term, a student taking six (6) credit hours per term constitutes 1/2 (0.5) FTE. • Part-time faculty is broadly defined and varies across institutions, this may include adjunct, lecturers, or other ranks/titles. • If ratio is higher than 1:12: ○ Consider inserting all relevant data into a table or citing the page number of the relevant standards [**AS 5.0.1(b)** & **AS 5.0.3**] to review complete data sets. ○ Programs may include information about program context and student experience to explain the rationale and sufficiency of a higher ratio, in addition to data-based evidence required. • When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. ○ In such cases, programs must document current compliance with the relevant standards.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Students formally admitted to the social work program must be included. o 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). o Non-social work students enrolled in social work courses (e.g., interprofessional education, other social sciences) must not be included in the ratio calculation.	• Consider including all students for whom the social work program is primarily responsible for their education (e.g., courses, advising, services). • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS M4.2.3 is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3
c. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).	☐ Explicitly state whether the ratio is above 1:12. ☐ When a ratio higher than 1:12 is documented, provide both of the following to demonstrate the program meets program-identified benchmarks with a higher ratio: ☐ Evidence that students achieve competence of all nine social work competencies (and any additional competencies added by the program) [**AS 5.0.1(b)**]. ☐ Evidence that the program achieves all its program outcomes (**AS 5.0.3**). ☐ Evidence must include clear and explicit linkages to the data provided in **AS 5.0.1(b)** and **AS 5.0.3.** ☐ Provide a rationale for a ratio higher than 1:12. ☐ Describe whether the ratio is sufficient. ☐ Make an explicit statement/professional judgment about the current sufficiency of the program's ratio.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ If the ratio is insufficient, address this in the narrative.	
d. The program's calculation is inclusive of all program options.	☐ The formula and calculation must be inclusive of all program options. • Do not provide separate formulas and calculations for each program option. • Do not provide multiple ratios. • Do not provide separate ratios for each program option.	

Educational Policy 4.3 — Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions about the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure that reflects and affirms respect for anti-racism, diversity, equity, and inclusion. Faculty develop curriculum and formulate and implement policies that support the education of culturally competent social workers.

Administrative sufficiency includes distribution of resources across program options and program levels, and numbers of students enrolled in social work programs and registered in field practicum, modalities, and locations in order to carry out the program's mission. In recognition of the importance of field education as the signature pedagogy, programs implement administrative structures for the field program that provide adequate and equitable resources, based on the number of students in field practicum, for systematically designing, supervising, coordinating, and evaluating the quality of the field education curriculum within all program options.

Accreditation Standard 4.3 — Administrative and Governance Structure

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides an organizational chart of its administrative structure.	☐ Provide the program-level organizational chart showing the administrative structure. o This is not a departmental, school, or institutional-level organizational chart.	• The personnel included on the program-level organizational chart varies based on how the program is situated within the institution. The chart may include faculty, staff, and administrators at the:

<table>
<tr><th>COMPLIANCE STATEMENT</th><th>BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST</th><th>DEFINITIONS & TIPS</th></tr>
<tr><td>b. The program describes how it has the necessary autonomy to achieve its mission.</td><td>☐ Discuss the program's autonomy.
○ "Autonomy" is a relative term defined by the program.
☐ Provide two (2) or more examples of how the program's administrative structure provides the necessary autonomy to achieve its mission.
☐ Linkages must be clear and explicit.
☐ Make an explicit statement/professional judgment about the program's current autonomy to actualize its mission.
▪ If autonomy is insufficient, address this in the narrative.</td><td rowspan="2">○ Program-level (baccalaureate or master's)
○ Department- or school-level
○ Multi-disciplinary units
• Prompts:
○ 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.?
○ How are decisions made?
○ What is the program's role in the decision-making process?
○ Consider discussing the program's authority, accountability structure, and autonomy.
○ Does the program have sufficient latitude to effectively implement its mission?
• Example autonomy statements:
○ "The program verifies that its administrative structure allows the program the necessary autonomy to achieve the program's mission."
○ "The program finds its administrative structure does not allow the program the necessary autonomy to achieve the program's mission.
• Use subheadings to clearly address each component of the standard.

Candidate Programs | *AS 4.3.1 is reviewed for:*
• In development at Benchmark 1 & 2
• Compliance at Benchmark 3</td></tr>
<tr><td>c. The program addresses all program options.</td><td>☐ Explicitly address each program option.</td></tr>
</table>

Accreditation Standard 4.3.2: The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.	☐ Describe how the social work curriculum is developed, reviewed, and approved: ☐ At the program-level ☐ Within the larger institution ☐ Describe how the social work faculty take responsibility for ensuring the curriculum is consistent with the EPAS.	• **Definitions:** ○ Curriculum ○ Faculty • Prompts: ○ 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 4.3.2 is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3
b. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard 4.3.3: The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:	☐ Describe how social work faculty participate in *formulating* policies and/or practices that govern the faculty personnel processes: ☐ At the program-level ☐ Within the larger institution	• **Definitions:** ○ Equity ○ Faculty ○ Inclusion ○ Retention

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Describe how social work faculty participate in *implementing* policies and/or practices that govern the faculty personnel processes: ☐ At the program-level ☐ Within the larger institution • Personnel refers to faculty and administrators, <u>not</u> professional staff employed by administrators.	• *Focus of this standard:* 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: o *Formulating:* How do faculty participate in governance processes by creating and stewarding the personnel-related policies? o *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: o *Prompt:* Does the program or institution have a strategy, plan, or policy for retaining talented faculty and avoiding turnover? o *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, 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.
i. recruitment and hiring of program personnel;	☐ Describe how administration and faculty participate in *formulating* and *implementing* equitable and inclusive policies and/or practices for: ☐ *Recruitment of program personnel* ☐ *Hiring of program personnel*	
ii. retention of program personnel;	☐ Describe how administration and faculty participate in *formulating* and *implementing* equitable and inclusive policies and/or practices for *retention of program personnel.*	
iii. promotion of program personnel; and	☐ Describe how administration and faculty participate in *formulating* and *implementing* equitable and inclusive policies and/or practices for *promotion of program personnel.*	
iv. tenure of program personnel (if applicable).	☐ Explicitly state whether the program has a tenure system. ☐ Describe how administration and faculty participate in *formulating* and *implementing* equitable and inclusive policies and/or practices for *tenure of program personnel.*	
b. The program addresses all program options.	☐ Explicitly address each program option.	**Candidate Programs**	*AS 4.3.3 is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3

Accreditation Standard 4.3.4(a): The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master's social work programs have a separate director appointed for each program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program identifies the program director who administers all program options.	☐ Identify one (1) program director. ○ Do not discuss other personnel in response to **AS B/M4.3.4(a-c)**. ○ *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, if there is sufficient assigned time for both roles per **AS B/M4.3.4(c)** and **AS B/M4.3.5(c)**. • The program director can be on a faculty, administrative, staff, or other line. • It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to all references of "program director." • The program director must have administrative oversight over the program in its entirety, inclusive of all program options. ○ 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 B/M4.3.4(a-c)**.	• When the program director is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. ○ In such cases, programs must document current compliance with the relevant standards. • When the program director position becomes vacant, programs appoint an interim/temporary or permanent program director to maintain continuous compliance. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.3.4(a) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3 • *For staff to approve the Benchmark 1 document and enter Pre-candidacy:* Programs must have a program director formally hired. Their start date* must be no later than: ○ February BOA Agenda: by August 1st ○ June BOA Agenda: by November 1st ○ October BOA Agenda: by February 1st ○ *Start dates are aligned with the due date for the Benchmark document submission to the
b. The program provides documentation that the program director has a full-time appointment to social work, with a principal	☐ Documentation must include: ☐ A memo on letterhead, contract, or hiring letter.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
assignment to the program they administer.	☐ Explicitly state the program director has a full-time appointment to the social work program they administer, or social work overall. ☐ Explicitly state that the program director has at least 51% or more of their appointment solely dedicated to the program they administer. ☐ Explicitly state that the program director administers all program options. ☐ Feature a signature from a supervisor or administrator (i.e., dean, director, chair, provost, president, or human resources). • An email is insufficient documentation. • 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.	visitor and program's accreditation specialist. ○ Even if students are not enrolled or the program is not fully operational, the program director must be formally hired with an appropriate start date. *For Benchmark 1, 2, & 3:* Programs must have a program director actively working within the program. Students must be enrolled and the program fully operational by Benchmark 2.
c. Institutions with accredited baccalaureate and master's programs identify the separate directors 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. ☐ Explicitly state whether the program is co-located. ☐ If the program is co-located, provide the name of the separately appointed program director for the other program-level.	

Accreditation Standard B4.3.4(b): The baccalaureate program director has a master's degree in social work from a CSWE accredited program. The program director has the ability to provide leadership through teaching, scholarship,

curriculum development, administrative experience, and/or other academic and professional activities in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program attests that the program director has a master's degree in social work from a CSWE-accredited program.	☐ Explicitly state that the program director has a master's degree in social work from a CSWE-accredited program. ☐ The program director must have either a/an: ☐ CSWE-accredited degree, ☐ CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or ☐ Internationally earned ISWDRES-evaluated degree. If the program director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.	• Prompts for describing the program director's leadership ability: ○ Teaching ○ Scholarship ○ Curriculum development ○ Administrative experience ○ Relevant academic experience ○ Relevant professional social work activities • Accredited 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 B4.3.4(b) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
b. The program describes the program director's ability to provide leadership to the social work program.	• In narrative format, describe the program director's leadership ability, inclusive of all program options.	

Accreditation Standard M4.3.4(b): The master's program director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship,

curriculum development, administrative experience, and/or other academic and professional activities in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program attests that the program director has a master's degree in social work from a CSWE-accredited program.	☐ Explicitly state that the program director has a master's degree in social work from a CSWE-accredited program. ☐ The program director must have either a/an: ☐ CSWE-accredited degree ☐ CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or ☐ Internationally earned ISWDRES-evaluated degree. • If the program director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.	• Prompts for describing the program director's leadership ability: ○ Teaching ○ Scholarship ○ Curriculum development ○ Administrative experience ○ Relevant academic experience ○ Relevant professional social work activities • Accredited 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 M4.3.4(b) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
b. The program describes the program director's ability to provide leadership to the social work program.	☐ In narrative format, describe the program director's leadership ability, inclusive of all program options.	

Accreditation Standard B4.3.4(c): The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the program director's workload.	☐ Identify one (1) program director. o Do not discuss other personnel in response to **AS B/M4.3.4(a-c)**. 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. ☐ Explain the program director's workload, including: ☐ Administrative duties ☐ Teaching ☐ Advising ☐ Research ☐ Service ☐ Any other faculty workload policy roles • The program director's workload must include administrative oversight of the program in its entirety, inclusive of all program options. • The program director can be on a faculty, administrative, or staff line. • Programs determine the formal title and rank of the program director. • The program director may also fulfill the field director role, if there is sufficient assigned time for both roles per **AS B/M4.3.4(c)** and **AS B/M4.3.5(c)**. • Baccalaureate program directors can cross-teach or have other workload policy-related responsibilities in the master's or doctorate-level social work program(s) or outside of social work.	• Prompts for procedures for determining the program director's assigned time: 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 term (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 assigned time is customary: o *Baccalaureate programs:* 25% program director assigned time + 25% field director assigned time = 50% assigned time • Consider listing the program director's administrative duties to demonstrate sufficiency. o The BOA and EPAS do not identify which administrative tasks are acceptable for program directors.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
b. The program describes the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.	☐ Provide the procedures for calculating the program director's assigned time to administer the baccalaureate social work program. ☐ Show the mathematical calculation to determine the program director's assigned time to administer the baccalaureate social work program. 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, explain 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.	• Consider the following essential program functions to demonstrate/determine sufficiency: o Recruitment o Admission o Program-level financial aid applications/disbursement o Enrollment o Orientation o Engagement o Retention o Monitoring and evaluating student progression toward competence o Grievance and due process o Termination o Administration of one or more program options (i.e., locations and online modality) o Curriculum development in-class and beyond (i.e., implicit curriculum, culture work) o Course offerings sufficient to meet program mission and generalist practice outcomes o Class sizes sufficient to meet program mission and generalist practice outcomes o Policy and procedure maintenance o Program management o Personnel/people leadership o Course assignment and workload monitoring o Conducting faculty governance meetings and committees o Teaching o Advising and mentoring o Research o Scholarship o Service on institutional or program committees o Design of field education as the signature pedagogy through which theory is applied in practice settings
c. The program provides the program director's percentage of assigned time to administer the baccalaureate social work program.	☐ Document a specific numerical percentage (#%).	
d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.	☐ Discuss sufficiency of the program director's assigned time to administer all program options.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Make an explicit statement/professional judgment about the current 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.	○ Supervision of students in offsite practicums ○ Providing alternative supervision for students without a qualified field instructor onsite ○ Assessment of competency-based outcomes and preparedness for professional practice and/or licensure (if applicable) ○ Data informed decision-making and continuous quality improvement ○ Periodic accreditation reviews ○ Ongoing compliance with the national accreditation standards and reporting requirements ▪ This list captures example duties/tasks. Programs may alter/edit this list to match the director's job description and responsibilities per the program's unique context. • Consider utilizing the faculty-to-student ratio to determine sufficiency of the program director's time for administration and leadership. • Example sufficiency statements: ○ "The program verifies the program director's time is sufficient presently." ○ "The program finds that the program director's time is currently insufficient." • Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS B4.3.4(c) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3

Accreditation Standard M4.3.4(c): The master's program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the program director's workload.	☐ Identify one (1) program director. ○ Do not discuss other personnel in response to **AS B/M4.3.4(a-c)**. ○ *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. ☐ Explain the program director's workload, including: ☐ Administrative duties ☐ Teaching ☐ Advising ☐ Research ☐ Service ☐ Any other faculty workload policy roles • The program director's workload must include administrative oversight over the program in its entirety, inclusive of all program options. • The program director can be on a faculty, administrative, or staff line. • Programs determine the formal title and rank of the program director.	• 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)? • Examples of calculations using institutional workload policy: ○ Program director teaches a 4/4 workload and is released from two (2) courses per term (equating to 50%). ○ Program director is released from the 20% research requirement, 5% service requirement, and one course per term (equating to 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 • In such cases, that the program director also fulfills the field director role the following assigned time is customary:

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	• The program director may also fulfill the field director role, if there is sufficient assigned time for both roles per **AS B/M4.3.4(c)** and **AS B/M4.3.5(c)**. • Master's program directors can cross-teach or have other workload policy-related responsibilities in the baccalaureate or doctorate-level social work program(s) or outside of social work.	○ *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. ○ The BOA and EPAS do <u>not</u> identify which administrative tasks are acceptable for program directors. • Consider the following essential program functions to demonstrate/determine sufficiency: ○ Recruitment ○ Admission ○ Program-level financial aid applications/disbursement ○ Enrollment ○ Orientation ○ Engagement ○ Retention ○ Monitoring and evaluating student progression toward competence ○ Grievance and due process ○ Termination ○ Administration of one or more program options (i.e., locations and online modality) ○ Curriculum development in-class and beyond (i.e., implicit curriculum, culture work) ○ Course offerings sufficient to meet program mission, generalist practice outcomes, and area(s) of specialized practice outcomes
b. The program describes the procedures for calculating the program director's assigned time to administer the master's social work program.	☐ Provide the procedures for calculating the program director's assigned time to administer the master's social work program. ☐ Show the mathematical calculation for to determine the program director's assigned time to administer the master's social work program. ○ All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation. ○ Administrative functions <u>cannot</u> include teaching responsibilities. ○ Assigned time can be distributed across the year. • Overload appointments are reviewed on a case-by-case basis. ○ In such cases, explain 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.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program provides the program director's percentage of assigned time to administer the master's social work program.	☐ Document a specific numerical percentage (#%).	o Class sizes sufficient to meet program mission, generalist practice outcomes, and area(s) of specialized practice outcomes o Policy and procedure maintenance o Program management o Personnel/people leadership o Course assignment and workload monitoring o Conducting faculty governance meetings and committees o Teaching o Advising and mentoring o Research o Scholarship o Service on institutional or program committees o Design of field education as the signature pedagogy through which theory is applied in practice settings o Supervision of students in offsite practicums o Providing alternative supervision for students without a qualified field instructor onsite o Assessment of competency-based outcomes and preparedness for professional practice and/or licensure (if applicable) o Data informed decision-making and continuous quality improvement o Periodic accreditation reviews o Ongoing compliance with the national accreditation standards and reporting requirements ▪ This list captures example duties/tasks. Programs may alter/edit this list to match the director's job description and responsibilities per the program's unique context.
d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.	☐ Discuss sufficiency of the program director's assigned time to administer all program options. ☐ Make an explicit statement/professional judgment about the current 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.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

		• Consider utilizing the faculty-to-student ratio to determine sufficiency of the program director's time for administration and leadership.
		• Example sufficiency statements:
		  ○ "The program verifies the program director's time is sufficient presently."
		  ○ "The program finds that the program director's time is currently insufficient."
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS M4.3.4(c) is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 3

Accreditation Standard 4.3.5(a): The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master's social work programs may have the same field education director appointed to both programs.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program identifies the field education director, who administers all program options.	☐ Identify one (1) field director.
	  ○ Do not discuss other field personnel in response to **AS 4.3.5(a)** and **AS B/M4.3.5(b-c)**.
	  ○ *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/M4.3.5(c)**.
	• Co-located programs (institutions with both the accredited baccalaureate and master's social work
		• When the field director is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage.
		  ○ In such cases, programs must document current compliance with the relevant standards.
		• When the field director position becomes vacant, programs appoint an interim/temporary or permanent field director to maintain continuous compliance.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	program), may identify one individual to fulfill the field director role for both program levels, with sufficient assigned time for each program level.
	• The field director may also fulfill the program director role, if there is sufficient assigned time for both roles per **AS B/M4.3.4(c)** and **AS B/M4.3.5(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.
	  ○ Programs may elect to appoint additional program option-specific personnel such as coordinators, associate directors, etc.
	  ▪ In such cases, additional personnel <u>cannot</u> be included in response to **AS B/M4.3.5(a-c)**.
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 4.3.5(a) is reviewed for:*
		• Approval at Benchmark 1 & 2
		• Compliance at Benchmark 3
		
		• *For staff to approve the Benchmark 1 document and enter Pre-candidacy:* Programs must have a field education director formally hired. Their start date* must be no later than:
		  ○ February BOA Agenda: by August 1st
		  ○ June BOA Agenda: by November 1st
		  ○ October BOA Agenda: by February 1st
		  ○ *Start dates are aligned with the due date for the Benchmark document submission to the visitor and program's accreditation specialist.
		  ○ Even if students are not enrolled or the program is not fully operational, the field education director must be formally hired with an appropriate start date.
		• *For Benchmark 1, 2, & 3:* Programs must have a field education director actively working within the program. Students must be enrolled and the program fully operational by Benchmark 2.

b. The program provides documentation that the field education director has a full-time appointment to social work.	☐ Documentation must include:
	  ☐ A memo on letterhead, contract, or hiring letter.
	  ☐ Explicitly state the field director has a full-time appointment to the social work program they administer, or social work overall.
	  ☐ Explicitly state that the field director administers all program options.
	  ☐ Feature a signature from a supervisor or administrator (i.e., dean, director, chair, provost, president, or human resources).
	• A full-time faculty member or administrator cannot hold two or more active full-time appointments at two	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	or more CSWE-accredited, candidate, or applicant programs or institutions. • An email is insufficient documentation.	
c. Institutions with both accredited baccalaureate and master's social work programs identify the field education director for each program.	• Co-located programs (institutions with a CSWE-accredited baccalaureate and master's social work program), may identify one individual to fulfill the field director role for both program levels. ☐ If the program is co-located, provide the name of the field director for the other program-level (which may be the same individual.) ☐ Explicitly state if the program is <u>not</u> co-located.	

Accreditation Standard B4.3.5(b): The baccalaureate field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work.	☐ Explicitly state that the field director has: ☐ A master's degree in social work from a CSWE-accredited program, *and* ☐ At least two (2) years of post-baccalaureate or post-master's social work degree practice experience in social work. ☐ The field director must have either a/an: ☐ CSWE-accredited degree,	• **Definition:** Post–social Work Degree Practice Experience • Prompts for describing the field director's leadership ability: ○ Practice experience ○ Field instruction experience ○ Administrative experience ○ Relevant academic experience ○ Relevant professional social work activities • Accredited programs may be eligible to apply/request a waiver for certain components of this standard.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), *or* ☐ Internationally earned ISWDRES-evaluated degree; *and* • If the field director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.	○ 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.
b. The program describes the field director's ability to provide leadership to the field education program.	☐ In narrative format, describe the field director's leadership ability, inclusive of all program options.	**Candidate Programs** | *AS B4.3.5(b) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3

Accreditation Standard M4.3.5(b): The master's field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.	• Explicitly state that the field director has: ○ A master's degree in social work from a CSWE-accredited program ○ At least (2) two years of post-master's social work degree practice experience in social work. ○ The field director must have a: ▪ CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized	• **Definition:** Post–master's social Work Degree Practice Experience • Prompts for describing the field director's leadership ability: ○ Practice experience ○ Field instruction experience ○ Administrative experience ○ Relevant academic experience

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree; *and* • If the field director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.	○ Relevant professional social work activities • Accredited 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 M4.3.5(b) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3
b. The program describes the field director's ability to provide leadership to the field education program.	☐ In narrative format, describe the field director's leadership ability, inclusive of all program options.	

Accreditation Standard B4.3.5(c): The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the field education director's workload.	☐ Identify one (1) field director. ○ Do not discuss other personnel in response to **AS B/M4.3.5(a-c)**. ○ *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.	• 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?

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Explain the field director's workload, including: ☐ Administrative duties ☐ Teaching ☐ Advising ☐ Research ☐ Service ☐ Any other faculty workload policy roles • The field director's workload must include administrative oversight of the field education program in its entirety, inclusive of all program options. • The field director can be on a faculty, administrative, or staff line. • The field director may also fulfill the program director role, if there is sufficient assigned time for both roles per **AS B/M4.3.4(c)** and **AS B/M4.3.5(c)**.	o 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: o Field director teaches a 4/4 workload and is released from one (1) course per term (equating to 25%). o Field 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 field director also fulfills the program director role the following assigned time is customary: o *Baccalaureate programs:* 25% field director assigned time + 25% program director assigned time = 50% assigned time • Consider listing the field director's administrative duties to demonstrate compliance. o The BOA and EPAS do <u>not</u> identify which field administrative tasks are acceptable for field directors. • Consider the following essential program functions to demonstrate/determine sufficiency: o Recruitment o Admission o Program-level financial aid applications/disbursement o Enrollment o Orientation
b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.	• ☐ Provide the procedures for calculating the field director's assigned time to administer the field education program. • ☐ Show the mathematical calculation to determine the field director's assigned time to administer the baccalaureate field education program. o All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation. o Administrative functions <u>cannot</u> include teaching responsibilities. o Assigned time can be distributed across the year. • Overload appointments are reviewed on a case-by-case basis.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ In such cases, explain 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.	○ Engagement ○ Retention ○ Monitoring and evaluating student progression toward competence ○ Grievance and due process ○ Termination ○ Administration of one or more program options (i.e., locations and online modality) ○ Curriculum development in-class and beyond (i.e., implicit curriculum, culture work) ○ Course offerings sufficient to meet program mission and generalist practice outcomes ○ Class sizes sufficient to meet program mission and generalist practice outcomes ○ Policy and procedure maintenance ○ Program management ○ Personnel/people leadership ○ Course assignment and workload monitoring ○ Conducting faculty governance meetings and committees ○ Teaching ○ Advising and mentoring ○ Research ○ Scholarship ○ Service on institutional or program committees ○ Design of field education as the signature pedagogy through which theory is applied in practice settings ○ Supervision of students in offsite practicums ○ Providing alternative supervision for students without a qualified field instructor onsite ○ Assessment of competency-based outcomes and preparedness for professional practice and/or licensure (if applicable) ○ Data informed decision-making and continuous quality improvement
c. The program provides the field education director's percentage of assigned time to administer the field education program.	☐ Document a specific numerical percentage (#%).	
d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.	☐ Discuss sufficiency of the field director's assigned time to administer all program options. ☐ Make an explicit statement/professional judgment about the current 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.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ Periodic accreditation reviews ○ Ongoing compliance with the national accreditation standards and reporting requirements ▪ This list captures example duties/tasks. Programs may alter/edit this list to match the director's job description and responsibilities per the program's unique context. • Consider utilizing the faculty-to-student ratio to determine sufficiency of the field director's time for field administration and leadership. • Example sufficiency statements: ○ "The program verifies the field director's time is sufficient presently." ○ "The program finds that the field director's time is currently insufficient." • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS B4.3.5(c) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3

Accreditation Standard M4.3.5(c): The master's field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the field education director's workload.	☐ Identify one (1) field director.	• Prompts for procedures for determining the field director's assigned time:

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ Do <u>not</u> discuss other personnel in response to **AS B/M4.3.5(a-c)**. ○ *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. ☐ Explain the field director's workload, including: ☐ Administrative duties ☐ Teaching ☐ Advising ☐ Research ☐ Service ☐ Any other faculty workload policy roles. • The field director's workload must include administrative oversight over the field education program in its entirety, inclusive of all program options. • The field director can be on a faculty, administrative, or staff line. • The field director may also fulfill the program director role, if there is sufficient assigned time for both roles per **AS B/M4.3.4(c)** and **AS B/M4.3.5(c)**.	○ 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 two (2) courses per term (equating to 50%). ○ Field director is released from the 20% research requirement, 5% service requirement, and one (1) course per term (equating to 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 • In such cases, that the field director also fulfills the program director role the following assigned time is customary: ○ *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.
b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.	☐ Provide the procedures for calculating the field director's assigned time to administer the field education program. ☐ Show the mathematical calculation to determine the field director's assigned time to administer the master's field education program.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation. ○ Administrative functions cannot include teaching responsibilities. ○ Assigned time can be distributed across the year. • Overload appointments are reviewed on a case-by-case basis. ○ In such cases, explain 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.	• Consider the following essential program functions to demonstrate/determine sufficiency: ○ Recruitment ○ Admission ○ Program-level financial aid applications/disbursement ○ Enrollment ○ Orientation ○ Engagement ○ Retention ○ Monitoring and evaluating student progression toward competence ○ Grievance and due process ○ Termination ○ Administration of one or more program options (i.e., locations and online modality) ○ Curriculum development in-class and beyond (i.e., implicit curriculum, culture work) ○ Course offerings sufficient to meet program mission, generalist practice outcomes, and area(s) of specialized practice outcomes ○ Class sizes sufficient to meet program mission, generalist practice outcomes, and area(s) of specialized practice outcomes ○ Policy and procedure maintenance ○ Program management ○ Personnel/people leadership ○ Course assignment and workload monitoring ○ Conducting faculty governance meetings and committees ○ Teaching ○ Advising and mentoring ○ Research ○ Scholarship ○ Service on institutional or program committees
c. The program provides the field education director's percentage of assigned time to administer the field education program.	☐ Document a specific numerical percentage (#%).	
d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.	☐ Discuss sufficiency of the field director's assigned time to administer all program options. ☐ Make an explicit statement/professional judgment about the current 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.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Explicitly address each program option.	○ Design of field education as the signature pedagogy through which theory is applied in practice settings ○ Supervision of students in offsite practicums ○ Providing alternative supervision for students without a qualified field instructor onsite ○ Assessment of competency-based outcomes and preparedness for professional practice and/or licensure (if applicable) ○ Data informed decision-making and continuous quality improvement ○ Periodic accreditation reviews ○ Ongoing compliance with the national accreditation standards and reporting requirements ▪ This list captures example duties/tasks. Programs may alter/edit this list to match the director's job description and responsibilities per the program's unique context. • Consider utilizing the faculty-to-student ratio to determine sufficiency of the field director's time for field administration and leadership. • Example sufficiency statements: ○ "The program verifies the field director's time is sufficient presently." ○ "The program finds that the field director's time is currently insufficient." • Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS M4.3.5(c) is reviewed for:* • Approval at Benchmark 1 & 2 • Compliance at Benchmark 3

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides an organizational chart for the administration for field education.	☐ Submit the field education program's organizational chart to demonstrate its administrative structure. ☐ Include all administrative field personnel (i.e., faculty and/or staff).	• Example sufficiency statements: ○ "The program verifies its field education personnel are sufficient presently." ○ "The program finds its field education technological resources are currently insufficient." • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.3.6 is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3
b. The program describes whether its resources are sufficient to administer field education, including:	☐ Description must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.	
i. personnel, and	☐ Describe the program's field education personnel. ☐ Describe whether the program's field education personnel are sufficient. ☐ Make an explicit statement/professional judgment about the current sufficiency of the program's field education personnel. ☐ If resources are insufficient, address this in the narrative.	
ii. technological support.	☐ Describe the program's field education technological support. ☐ Describe whether the program's field education technological support is sufficient. ☐ Make an explicit statement/professional judgment about the current sufficiency of the program's field education technological support.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ If resources are insufficient, address this in the narrative.	
c. The program addresses all program options.	☐ Explicitly address each program option.	

Educational Policy 4.4 — Resources

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

Accreditation Standard 4.4 — Resources

Accreditation Standard 4.4.1: The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes the process for budget development and administration it uses to:	☐ Describe the process for: ☐ Budget development ☐ Administering the budget	• **Definitions:** ○ Fringe ○ Student Financial Aid ○ Technological Resources • **SAMPLE: Form AS 4.4.1 – Budget Form** • *Budget development* process may include: ○ Timeline and frequency (e.g., each spring term) ○ Administrators and faculty involved (e.g., program director, chair, dean, chief financial officer, provost, board of trustees) ○ Approval process • *Budget administration* process may include: ○ Implementing ○ Monitoring ○ Evaluating ○ Adjusting • Consider collaborating with institutional, school, or department-level finance personnel to complete separate budget forms for each program level (baccalaureate or master's).
i. achieve its mission, and	☐ Describe how the following processes support achievement of the program's mission: ☐ Budget development ☐ Administering the budget	
ii. continuously improve the program.	☐ Describe how the following processes support continuous program improvement: ☐ Budget development ☐ Administering the budget	
b. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master's social work program.	☐ **REQUIRED FORM: Form AS 4.4.1 – Budget Form** • Institutions with both CSWE-accredited baccalaureate and master's programs include only the budget for the program under accreditation review, not a combined	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	Form AS 4.4.1 - Budget Form inclusive of both programs' budget expenses. ○ Institutional, college, school, or department-level budgets are unacceptable. • Do <u>not</u> include line items on the *Form AS 4.4.1 - Budget Form* that are not from the program's budget (e.g., institutional funds, endowment funds). ☐ For each line item not in the program's budget, input "N/A" or "$0" on the *Budget Form*. ☐ Explain in narrative each "N/A" or "$0" line item below the *Budget Form*.	• Include all program expenses or monies spent to operate the program. • Example sufficiency statements: ○ "The program verifies its financial resources are sufficient presently." ○ "The program finds its financial resources are currently insufficient to achieve its mission and continuously improve the program." • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.4.1 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
c. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.	☐ Describe the program's financial resources. ☐ Describe whether financial resources are sufficient. ☐ Discuss financial sufficiency over the three-year span covered by the *Form AS 4.4.1 - Budget Form.* ☐ Provide two (2) or more examples of how the program's financial resources are sufficient for each of the following: ☐ Achieve the program's mission ☐ Continuously improve the program ☐ Make an explicit statement/professional judgment about the current sufficiency of the program's financial resources. ☐ If resources are insufficient, address this in the narrative.	
d. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ The required form must include budgetary information inclusive of all program options. ○ Do not submit separate budget forms for each program option.	

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes its support staff or other personnel structure.	☐ Describe the program's support staff or other personnel structure. ☐ Description must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.	• Example sufficiency statements: ○ "The program verifies its support staff are sufficient presently." ○ "The program finds its does not currently have sufficient support staff." • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.4.2 is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
b. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.	☐ Describe whether support staff is sufficient. ☐ Make an explicit statement/professional judgment about the current sufficiency of the program's support staff or other personnel. ☐ If resources are insufficient, address this in the narrative.	
c. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard 4.4.3: The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.	☐ **REQUIRED FORM: AS 4.4.3 – Library Report**	• Example sufficiency statements:
		  ○ "The program presently has sufficient access to library resources."
		  ○ "The program finds its does not currently have sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission."
		• Use subheadings to clearly address each component of the standard.
		
		Candidate Programs | *AS 4.4.3 is reviewed for:*
		• In development at Benchmark 1
		• Approval at Benchmark 2
		• Compliance at Benchmark 3

b. The program describes whether its library resources are sufficient to achieve its mission.	☐ Describe whether library resources are sufficient. ☐ Make an explicit statement/professional judgment about the current sufficiency of the program's library resources. ☐ If resources are insufficient, address this in the narrative.	
c. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard 4.4.4: The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program describes its:	☐ Description must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.	• **Definitions:**
		  ○ Technological Access
		  ○ Technology Support
		• *Prompts for technology support:*
		  ○ Who offers tech support?
		  ○ How is tech support accessed by students, faculty, and staff?
		• The standard is similar to conducting an environmental scan.
		• Example sufficiency statements:
		  ○ If physical space is applicable: "The program verifies it presently has sufficient technological

i. technological access;	☐ Describe the program's technological access.	
ii. technology support; and	☐ Describe the program's technology support.	
iii. office and classroom space (if applicable).	☐ Describe the program's office and classroom space (if applicable). ○ Programs with in-person program options must address office and classroom space.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
b. The program describes whether these resources are sufficient to achieve its mission.	☐ Describe whether each of the following resources are sufficient: ☐ Technological access ☐ Technology support ☐ Office and classroom space (if applicable) ☐ Make an explicit statement/professional judgment about the current sufficiency of: ☐ Technological access ☐ Technology support ☐ Office and classroom space (if applicable). ☐ If any resources are insufficient, address this in the narrative.	access, technology support, and office and classroom space." ○ If physical space is not applicable: "The program verifies it presently has sufficient technological access and technology support. As the program operates entirely online, office and classroom space do not apply." ○ "The program finds its office and classroom space currently insufficient. However, the technological access and technology support are presently sufficient." • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 4.4.4 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
c. The program addresses all program options.	☐ Explicitly address each program option.	

Accreditation Standard 4.4.5: The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:	☐ Description must be specific to the program-level (baccalaureate or master's), school/department-level, or institutional-level.	• **Definition:** Equity • Examples of supportive technology: ○ Books on braille ○ Audiobooks ○ Screen reader technology

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
i. supportive technology,	☐ Describe the program's supportive technology. ☐ Provide two (2) or more examples. ☐ Discuss how students gain access to supportive technology.	• Examples of student services: o Accommodations o Counseling and referral services o Financial aid services o Health services • Examples of physical spaces: o Classrooms o Student workspaces o Faculty offices o Library • Consider collaborating with institutional, school, or department-level student services, disabilities services, and/or library services to respond to this standard. • Example sufficiency statements: o If physical space is applicable: "The program presently has sufficient resources and supports, including supportive technology, student services, and physical spaces that reduce barriers while optimizing accessibility and equity for all its students." o If physical space is not applicable: "The program presently has sufficient resources and supports, including supportive technology, and student services that reduce barriers while optimizing accessibility and equity for all its students." o "The program does not currently have sufficient resources and supports, including supportive technology and student services that reduce barriers while optimizing accessibility and equity for all its students." • Use subheadings to clearly address each component of the standard.
ii. student services, and	☐ Describe the program's student services. ☐ Provide two (2) or more examples. ☐ Discuss how students gain access to student services.	
iii. physical spaces (if applicable).	☐ Describe the program's accessible physical spaces (if applicable). ☐ Provide two (2) or more examples. ☐ Discuss how physical spaces are accessible for all students. ☐ Programs with in-person program options must address accessibility of its physical spaces.	
b. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.	☐ Describe whether each of the following resources are sufficient: ☐ Supportive technology ☐ Student services ☐ Physical spaces (if applicable) ☐ Make an explicit statement/professional judgment about the current sufficiency of: ☐ Supportive technology ☐ Student services ☐ Physical spaces (if applicable)	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ If any resources are insufficient, address this in the narrative.	**Candidate Programs** | *AS 4.4.5 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3
c. The program addresses all program options.	☐ Explicitly address each program option.	

Educational Policy 5.0 — Assessment

Assessment is an integral component of competency-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices.

Assessment of student learning outcomes 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 demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.
Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

Accreditation Standard 5.0 — Assessment

Accreditation Standard 5.0.1(a): The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master's social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 5.0.1(a).	☐ Option available only to programs in states with enacted legislation: • Programs in states with enacted legislation prohibiting ADEI-related content may adapt competency language to align with state legislation, while maintaining the integrity of the nine social work competencies. ☐ Adapt competency titles 1-5 using permissible language due to enacted state legislation (if applicable). ☐ Adapted language reflects how the program prepares social work students to uphold the highest professional standards for practice with all clients, constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. • Programs in states with enacted legislation are expected to demonstrate continued compliance with existing accreditation standards and prepare students to engage in professional practice using state permissible language that is within their context. ☐ **REQUIRED FORM: Form AS 5.0.1(a) – Student Achievement Assessment Plan** ☐ *Baccalaureate programs:* Submit a generalist practice assessment plan. ☐ *Master's programs:* Submit separate assessment plans for: ☐ Generalist practice ☐ Each area of specialized practice	• **Definitions:** ○ Behaviors ○ Cognitive and Affective Processes ○ Generalist Practice ○ Field Personnel ○ Simulated Practice Situations ○ Specialized Practice ○ Student Learning Outcomes • **SAMPLE: Form AS 5.0.1(a) – Student Achievement Assessment Plan** • *Focus of this Standard*: How competent are students on the basis of receiving the curriculum? • There are two distinct types of "expected levels of achievement": ○ *Instrument:* The minimum acceptable score for an identified instrument (e.g., 4 out of 5 points, 12 out of 15 correct). ○ *Competency:* The percentage of students the program wants to achieve the minimum acceptable scores on all identified instruments (e.g., 90% of students will meet competency 1, inclusive of all instruments [4 out of 5 on their field instrument and 12 out of 15 correct on the exam questions related to competency 1]). • The intent and purpose of the *Student Achievement Assessment Plan* (**AS 5.0.1**) is different than the curriculum matrix: ○ The *Student Achievement Assessment Plan* details how the program assesses competency-based student learning outcomes. ▪ Student Achievement Assessment Plan = demonstrating/assessing competence

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

	• If a program elects to add additional competencies, they must be assessed and included in the assessment plan.
	• Assess all students, sampling students is <u>not</u> permitted.
	• For competencies 6-9, it is <u>not</u> required to assess each the system level (i.e., individuals, families, groups, organizations, and communities).
	  ○ Programs may elect to assess either:
	  ▪ The competency as a whole, inclusive of all system levels; <u>or</u>
	  ▪ One (1) or more system levels.
	  ○ *For master's programs:* For each area of specialized practice, competency titles must identify the relevant system levels and must match those identified in response to **AS M3.2.1**, **AS M3.2.4**, and **AS M3.3.2**
		○ The curriculum matrix is a 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
		○ It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded instrument model.
		• Programs may elect a formative and/or summative assessment approach.
		○ *Formative:* Assess student development of competency throughout the duration of the program (e.g., each term).
		○ *Summative:* Assess student achievement of competency in the final year or term
		○ of the program.
		• *Example:* A master's program with three (3) areas of specialized practice presents an assessment plan including:
		○ Two (2) generalist instruments
		○ Six (6) specialized instruments (2 instruments per each of the 3 areas of specialized practice)
		○ Eight (8) total instruments
		• The following instruments may be used for internal quality assurance purposes, yet should not be 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

b. The plan includes:
 	
i. a description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;
	☐ Assess each generalist (*baccalaureate and masters programs*) and specialized (*master's programs*) competency twice minimally.
	
	☐ At least two (2) instruments must assess generalist competencies as written in the 2022 **EPAS**.
	
	☐ At least two (2) instruments per area of specialized practice that assess specialized competencies as written by the program (per **AS M3.2.1**).
	• Programs have the autonomy to select their two (2) instruments per competency.
	  ○ Programs are responsible for ensuring that their chosen instruments fulfill the requirements of the 2022 **EPAS**.
	  ○ 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	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	commercial packages, it is the responsibility of programs to use assessment plans with assessment instruments that are compliant with the 2022 **EPAS**. ☐ Two (2) selected instruments must include: ☐ One (1) instrument to assesses student competency via *real or simulated demonstration of student achievement in field education.* ☐ One (1) instrument to assess student competency demonstration elsewhere the program chooses. ▪ It is <u>not</u> required to assess behaviors via this second instrument. ☐ Programs must use two (2) distinct/unique instruments to assess each competency. o It is insufficient to only use one instrument to assess competence at two points in time (e.g., a mid-term and final field evaluation). o Both instruments may be field-related, yet each must be distinct. ☐ *For the real or simulated practice instrument in field education*: ☐ Behaviors must be listed on the instrument(s). ☐ For generalist practice, programs must use all behaviors exactly as written in the **2022 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 and affective processes).	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 instruments: o Field evaluations o Course-embedded instruments (e.g., key or signature assignments) o End-of-year exams o Comprehensive exit exams o Capstone and senior seminar assignments (e.g., papers, presentations) o Portfolios • Example of two (2) distinct field instruments: o Field evaluation completed by field instructor o Field-based case study completed by the field liaison/seminar instructor • Prompts for when each competency is assessed: o In which course(s) is the instrument disseminated? o Where in the curriculum is the instrument strategically placed (e.g., each term, mid-term and final, term prior to graduation)? • Consider setting expected levels of achievement that are realistic, yet aspirational. • Prompts for competency-based criteria: o What exactly must the student demonstrate/show the assessor to indicate competence? What must be observed by the assessor? o What earns a high score, middle score, or low score?

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ 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 and affective processes) per **AS M3.2.1**. ○ Programs choose which level of data are collected: ▪ *Behavior-level:* Assessing each behavior and collecting behavior-level scores/data and aggregating into a competency-level score; or ▪ *Competency-level:* Assessing competencies based on the listed behaviors and collecting competency-level scores/data. ○ 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 per **AS 3.3.1** and **AS M3.3.2**. • Advanced standing students are not assessed on the generalist competencies in their master's programs because they were previously assessed in their baccalaureate social work programs.	○ Criteria may be sourced from competency descriptive paragraphs, behaviors, key words from course-embedded instrument descriptions, etc. • *Cascade effect:* When **AS 5.0.1(a)** is cited by the BOA, **AS 5.0.1(b)**, **AS 5.0.1(c)**, and **AS 5.0.1(d)** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 5.0.1(a) is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3
ii. how each instrument is implemented;	☐ Explain how each instrument is implemented (e.g., paper, portfolio, exam, presentation).	
iii. when each competency is assessed;	☐ Programs select the data collection points. ☐ Describe when within the educational program each competency is assessed.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
iv. by whom each competency is assessed;	☐ Identify who assesses student competence. o Only faculty or field personnel can assess student demonstration of social work competencies for accreditation purposes. o The alternative field instructor per **AS B/M3.3.6**, must assess or be jointly involved in the assessment of student competence. • Student self-assessment instruments are <u>not</u> permitted.	
v. an explanation of the expected level of student achievement, including: • the expected level of achievement of each competency and for each instrument; • how the program calculates student achievement for each instrument; and • how the program calculates student achievement for each competency, including all instruments used; and	☐ Identify the expected level of achievement for: ☐ Each competency ▪ This may differ per competency. ☐ Each instrument ☐ Describe how student achievement is calculated for each instrument. ☐ Describe how student achievement is calculated for each competency, inclusive of all instruments. • Programs have autonomy to establish their levels of achievement and calculation methods. • Course grades <u>cannot</u> be identified as the expected level of achievement for an instrument. • Course-embedded assignment grades are permitted to be identified as the expected level of achievement for an instrument *if* all criteria, such as rubric line items, are based solely on demonstration of one competency. o Course-embedded assignment grades are <u>not</u> permitted to assess multiple competencies as distinct outcomes for each unique competency <u>cannot</u> be analyzed.	
vi. copies of all instruments used to assess the nine social	• Assessment must be conducted consistently for all students via the same instruments and rubrics.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials	☐ Include full copies of all assessment instruments in response to this standard, not in appendices or other volumes of accreditation documents. ☐ Instruments must include specific competency-based assessment criteria (e.g., behaviors, rubric line items, demonstratable components of the competencies). ☐ Instruments assessing more than one (1) competency must have distinct criteria to uniquely assess each competency. ☐ **For course-embedded instruments:** ☐ 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. ☐ Do not include items that do not directly assess the competency (e.g., APA formatting, timely submission, grammar). ☐ On the rubric, label each line item indicating the competency assessed via that line item.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ **For group project instruments:** ☐ Identify one (1) or more project components for faculty to assess each individual student's competence. ☐ **For exam instruments:** ☐ Delineate which questions assess each competency. ☐ Submit an answer key. ☐ **For portfolio instruments:** ☐ 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, however the assignments are required to assess student competence at the level (baccalaureate or masters) being assessed ▪ 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 into the portfolio. ☐ Provide a copy of the scoring rubric that includes consistent competency-based criteria for assessment.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program addresses all program options.	☐ Explicitly address each program option. ○ Programs may elect to use the same or different assessment plans per each program option.	

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

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).	☐ Option available only to programs in states with enacted legislation: • Programs in states with enacted legislation prohibiting ADEI-related content may adapt competency language to align with state legislation, while maintaining the integrity of the nine social work competencies. ☐ Adapt competency titles 1-5 using permissible language due to enacted state legislation (if applicable). ☐ Adapted language reflects how the program prepares social work students to uphold the highest professional standards for practice with all clients, constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. • Programs in states with enacted legislation are expected to demonstrate continued compliance with existing accreditation standards and prepare students to engage in professional practice using state permissible language that is within their context. ☐ **REQUIRED FORM:** **Form AS 5.0.1(b) – Student Achievement Assessment Outcomes**	• **SAMPLE:** **Form AS 5.0.1(b) – Student Achievement Assessment Outcomes** • There are two (2) distinct types of "expected levels of achievement": ○ *Instrument:* The minimum acceptable score for an identified instrument (e.g., 4 out of 5 points, 12 out of 15 correct). ○ *Competency:* The percentage of students the program wants to achieve the minimum acceptable scores on all identified instruments (e.g., 90% of students will meet competency 1, inclusive of all instruments [4 out of 5 on their field instrument and 12 out of 15 correct on the exam questions related to competency 1]). • Rationale for including only social work students in the outcomes/data: ○ 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.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Provide the most recent set of outcomes/data from the assessment plan submitted in **AS 5.0.1(a)**. ☐ 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. ▪ Programs define academic year. ○ Data points are not required to reflect the same set of students assessed. ☐ *Master's programs:* Present and clearly label separate outcomes/data for: ☐ Generalist practice ☐ 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. ☐ Include all students in the calculation. ○ Sampling is not permitted. ○ Programs have autonomy to determine the student-level data that comprises final outcomes. ▪ Programs can choose to include or exclude data for students that dropped a class or did not complete an assessment due to extenuating circumstances, such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education [adapted	○ 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 instruments 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., 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. • The number of students assessed (i.e., n = #) may differ per instrument 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 5.0.1(b)** is cited by the BOA, **AS 5.0.1(a)**, **AS 5.0.1(c)**, and **AS 5.0.1(d)** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	from CCNE, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Amended 2018)]. ☐ The program must note any exclusions in the calculation explanation. ☐ Provide a brief explanation when number of students assessed (i.e., n=#) varies between instruments. • Programs are <u>not</u> required to meet their expected levels of achievement. ☐ Attest to whether the program's student achievement outcomes met or exceeded its expected level of achievement. An aggregated percentage at or above the competency expected levels of achievement is considered achievement of that competency. ☐ When expected levels of achievement are not met, discuss the plan to make data-informed changes in response to **AS 5.0.1(c)**. ☐ Programs present multiple levels of data: ☐ Behavior-level data (*if* collected via the real or simulated practice instrument) ☐ Competency-level data for each instrument ☐ Competency-level data, aggregated to include all instruments ☐ Program option-level data for each program option	**Candidate Programs** | *AS 5.0.1(b) is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3
b. The program provides the calculations for the nine social work competencies	☐ Explain the formula.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
(and any additional competencies added by the program), including all instruments.	☐ Show the calculation. • Programs have autonomy to determine their calculation method/formula for determining whether students met or exceeded expected levels of achievement. • Programs may elect to weight instruments differently.	
c. The program provides its outcomes in relation to its expected level of student achievement for each 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 program's expected level of achievement. ☐ The percentage of students attaining the program's expected level of achievement for the competency is inclusive of all identified instruments for that competency (e.g., Instrument 1 + Instrument 2/2 = Total % of Students Achieving Competency). ☐ Present all data by the BOA's final decision phase. o 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. o *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 from the initial accreditation	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	date to collect and present one (1) year of data.	
d. The program provides outcomes for each program option and in aggregate.	☐ 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.	

Accreditation Standard 5.0.1(c): The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).	☐ Describe the process used to formally review the: ☐ Assessment plan **[AS 5.0.1(a)]** ☐ Competency-based student learning outcomes/data **[AS 5.0.1(b)]**	• What process or mechanism is employed to formally review the assessment plan and make decisions about retaining, modifying, or changing the plan? ○ Which decision-makers are involved in crafting and reviewing the assessment plan? ○ How are decisions made to sustain or update the program's assessment plan? ○ How is the assessment plan evaluated routinely? • What process or mechanism is employed to formally review the assessment outcomes, and make data-informed decisions to continuously improve the program?
b. The program describes specific changes made to its explicit curriculum based on its most recent assessment	☐ Option available only to programs in states with enacted legislation:	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.	• Programs in states with enacted legislation prohibiting ADEI-related content may adapt competency language to align with state legislation, while maintaining the integrity of the nine social work competencies. ☐ Adapt competency titles 1-5 using permissible language due to enacted state legislation (if applicable). ☐ Adapted language reflects how the program prepares social work students to uphold the highest professional standards for practice with all clients, constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. • Programs in states with enacted legislation are expected to demonstrate continued compliance with existing accreditation standards and prepare students to engage in professional practice using state permissible language that is within their context. • Programs are <u>not</u> required to meet their expected levels of achievement. ☐ When expected levels of achievement are met, discuss data-informed changes made <u>or</u> provide a rationale and the implications for ongoing program renewal. ☐ When expected levels of achievement are <u>not</u> met, discuss data-informed changes made. ☐ Discuss two (2) or more aspects of the explicit curriculum that required further development and were 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.	○ 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? ○ How are decisions made to renew effective elements of the program? ○ 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

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	▪ Changes must reflect active and intentional progress toward improving competency attainment. ▪ It is insufficient to only discuss changing instrument(s) and/or expected levels of achievement. ☐ Descriptions of specific changes must include details to understand the specific plans to improve the program.	o 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 [%] expected level of achievement as desired. o 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 expected levels of achievement (85%). • Example 2 of verbiage for a specific change: While all student learning outcomes were met, data revealed [specific need/opportunity] relating to [competency #] due to [specific data or %]. Therefore, we are engaging in continuous quality improvement by [insert concrete change]. o While all student learning outcomes were met, data revealed the exam instruments in SW 301: Micro Practice and SW 303: Macro Practice for competencies 7 and 9 were marginally effective at understanding how students differentiate between assessing practice with clients and evaluating practice with clients; due to 89% and 87% achieving the instrument benchmark, respectively. Therefore, we are engaging in continuous quality improvement by integrating a case study and presentation for each of these courses. Our assessment committee will review data from both the exam and presentation to
c. The program addresses all program options	☐ Explicitly address each program option.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		determine the most effective instrument moving forward. • *Cascade effect:* When **AS 5.0.1(c)** is cited by the BOA, **AS 5.0.1(a)**, **AS 5.0.1(b)**, and **AS 5.0.1(d)** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. **Candidate Programs** | *AS 5.0.1(c) is reviewed for:* • In development at Benchmark 1 (compliance statements a and c) • Approval at Benchmark 2 (compliance statements a and c) • In development at Benchmark 2 (compliance statement b) • Compliance at Benchmark 3 (compliance statements a, b, and c)

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

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.	☐ Option available only to programs in states with enacted legislation: • Programs in states with enacted legislation prohibiting ADEI-related content may adapt competency language to align with state legislation, while maintaining the integrity of the nine social work competencies. ☐ Adapt competency titles 1-5 using permissible language due to enacted state legislation (if applicable).	• **SAMPLE: Form AS B/M5.0.1(d) –** Public Reporting of Assessment Outcomes • 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. • Rationale for including only social work students in the outcomes/data:

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Adapted language reflects how the program prepares social work students to uphold the highest professional standards for practice with all clients, constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. • Programs in states with enacted legislation are expected to demonstrate continued compliance with existing accreditation standards and prepare students to engage in professional practice using state permissible language that is within their context. ☐ **REQUIRED FORM: Form AS B5.0.1(d) or Form AS M5.0.1(d)** ☐ *Baccalaureate Programs:* Form AS B5.0.1(d) Public Reporting of Assessment Outcomes (Baccalaureate) ☐ *Master's Programs:* Form AS M5.0.1(d) Public Reporting of Assessment Outcomes (Master's) o On the forms, N = number of students assessed/enrolled in each program option. ☐ Input the current assessment plan into the form per **AS 5.0.1(a)** that aligns with the data presented in **AS 5.0.1(b).** ☐ Input the most recent set of outcomes/data into the form per **AS 5.0.1(b)** that aligns with the plan presented in **AS 5.0.1(a).** ☐ Outcomes/data must be current or prior, yet still recent. o Only report the most recent data set. Two (2) years of data or longitudinal data is not required. o Data points are not required to be collected from the same academic year. ▪ Programs define academic year.	o 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. o 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 instruments 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: o Student self-assessments o Assessment of student competence by any other non-faculty or non-field personnel (e.g., staff, community members/local social workers) o 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 of calculating 2-years for posting Form AS 5.0.1(d):* If a program posted data from Fall 2023 and Spring 2024 in September 2024, then the program would be due to post data again at the end of Spring 2026. • The number of students assessed (i.e., n = #) may differ per instrument due to variance in data collection points,

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ Data points are <u>not</u> required to reflect the same set of students assessed. ☐ Provide a brief explanation when number of students assessed (i.e., n=#) varies between instruments. ☐ Data on *Form AS B5.0.1(d)* or *Form AS M5.0.1(d)* must be collected within two (2) years <u>at all times</u>. ○ The two (2) years is calculated from the date the data was collected, <u>not</u> the date the program posted the form. ☐ 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 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. ☐ On the required form, the percentage of students attaining the expected level of achievement is inclusive of all identified instruments for that competency (e.g., Instrument 1 + Instrument 2/2 = Total % of Students Achieving Competency). ☐ Present all data by the BOA's final decision phase.	formulas, calculations, and data collection issues (e.g., missing or omitted scores). ○ 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 5.0.1(d)** is cited by the BOA, **AS 5.0.1(a)**, **AS 5.0.1(b)**, and **AS 5.0.1(c)** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard. --- **Candidate Programs** | *AS 5.0.1(d) is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ 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 from the initial accreditation date to collect and present one (1) year of data. • Programs are <u>not</u> required to meet their expected levels of achievement. ☐ When expected levels of achievement are not met, discuss the plan to make data-informed changes in response to **AS 5.0.1(c)**. • 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. • Programs have autonomy to determine their calculation method/formula for determining whether students met or exceeded expected levels of achievement.	
b. The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.	☐ Submit an active hyperlink to the social work program's website to verify routine posting of *Form AS B5.0.1(d)* or *Form AS M5.0.1(d)* for the public. ○ ☐ The hyperlink <u>cannot</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.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ 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. ☐ Identify the frequency at which the program updates and posts *AS B5.0.1(d)* or *Form AS M5.0.1(d)* on the program's website. ○ The frequency must not exceed two (2) years.	
c. The program provides outcomes for each program option and in aggregate.	☐ Explicitly address each program option.	

Accreditation Standard 5.0.2(a): The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in ***Accreditation Standard 2.0.2***.	☐ Option available only to programs in states with enacted legislation: ☐ Submit an alternative implicit curriculum assessment plan to evaluate the program's supportive learning environment, educational culture of fairness, openness, and respect, and/or sense of belonging to comply with state legislation(s) using state permissible language while maintaining the integrity of the student learning experience and the program's context or environment.	• **Definitions:** ○ Anti-oppression ○ Anti-racism ○ Diversity ○ Equity ○ Implicit Curriculum ○ Intersectionality • *Focus of this standard:* ADEI implicit curriculum (learning environment) efforts beyond the formal curriculum design/offerings.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ The learning environment supports preparing social work students to the highest professional standards for practice with all clients, constituents, and communities, ready to lead with knowledge, values, skills, competence, and integrity. ☐ Identify at least one (1) ADEI implicit curriculum effort reported in response to **AS 2.0.2** to assess. • A general/global assessment of the program's culture/climate and/or stakeholder experiences is permitted as long as the assessment: o Is identified as an ADEI implicit curriculum effort reported in response to AS 2.0.2; and o The questions/items on the instrument relate to ADEI efforts within the broader learning environment (i.e., beyond the explicit curriculum, class, field, competencies).	• Do not discuss the explicit curriculum (e.g., coursework, competencies, behaviors, dimensions, student learning outcomes). • Example instruments include: o Exit surveys o Interviews o Focus groups (e.g., in capstone courses, integrative seminars, annual student retreat, town hall) o Alumni surveys o Culture/climate surveys o Strategic planning process data collection o Post-event surveys o Chat box qualitative data and/or polling quantitative data from virtual events • Example stakeholders: o Students o Faculty o Staff o Administrators o Alumni o Field instructors o Committees o Community advisory board members • Use subheadings to clearly address each component of the standard.
b. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.	• Assessment must occur at the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level. ☐ Explain the ADEI assessment plan, including: ☐ Which ADEI area(s) are assessed ☐ Which instrument(s) are used ☐ When assessment occurs ☐ Which stakeholder group(s) provides feedback on ADEI implicit curriculum effort(s) identified ☐ Which program personnel administers the assessment • Qualitative, quantitative, or mixed methods instrument are permitted. • Student feedback instruments requesting students	**Candidate Programs**	*AS 5.0.2(a) is reviewed for:* • In development at Benchmark 1 • Approval at Benchmark 2 • Compliance at Benchmark 3

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	evaluate, rate, or rank implicit curriculum ADEI efforts are permitted. ○ Student self-assessment of competence is <u>not</u> permitted. • Sampling is permitted. • Assessing different ADEI efforts related to the implicit curriculum annually is permitted. • For policy analyses: ○ Multiple program personnel (e.g., program director, administrators) may be identified as stakeholder(s) and/or stakeholder group(s) providing feedback. ○ In such cases, one individual cannot be sole assessor providing feedback.	
c. The program explains its data collection procedures.	☐ Document when the data was collected. ☐ Explain the data collection procedures (e.g., paper survey, virtual interview, focus group). ☐ Explain how the data is compiled and calculated to result in the outcome/data presented in **AS 5.0.2(b).**	
d. The program provides copies of all instruments used to assess ADEI efforts.	☐ Embed copies of all instruments used to assess ADEI efforts. ☐ Instruments featuring both implicit and explicit curriculum questions must clearly identify and label the ADEI implicit curriculum questions.	
e. The program addresses all program options.	☐ Explicitly address each program option. ○ Programs may elect to use the same or different assessment plans per each program option.	

Accreditation Standard 5.0.2(b): The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program presents its ADEI assessment outcomes from the most recent year.	☐ Provide the most recent set of outcomes/data from the ADEI assessment plan presented in **AS 5.0.2(a)**.
	☐ State when the data were collected.
		• **Definitions:**
		  ○ Anti-oppression
		  ○ Anti-racism
		  ○ Diversity
		  ○ Implicit Curriculum
		  ○ Intersectionality
		• What process or mechanism is employed to formally review the ADEI assessment plan and make decisions about retaining, modifying, or changing the plan?
		  ○ Which decision-makers are involved in crafting and reviewing the ADEI assessment plan?
		  ○ How are decisions made to sustain or update the program's ADEI assessment plan?
		  ○ How is the ADEI assessment plan evaluated routinely?
		• What process or mechanism is employed to formally review the ADEI assessment outcomes and make data-informed decisions to continuously improve the program?
		  ○ 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 changes to the implicit curriculum?
		• Example changes include:
		  ○ Training enhancements
		  ○ New extracurricular offerings
		  ○ Resource enhancements

b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).	☐ Describe the process used to formally review the ADEI assessment plan presented in **AS 5.0.2(a).**	
c. The program describes the processes used to formally review its ADEI assessment outcomes.	☐ Describe the process used to formally review the ADEI assessment outcomes/data.	
d. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.	☐ Changes made must be at the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level. ☐ Discuss the ADEI implicit curriculum efforts that required further development and rationale(s) for changes that were made. ☐ Cite the specific data used to inform the changes and explicitly link to the assessment data. ☐ Describe the specific changes and impact/anticipated impact on the program's implicit curriculum to improve the program. ☐ If no changes are made nor reported, provide a rationale and the implications for program renewal for that decision.	
e. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Present program option-level data for each program option. ☐ Present aggregated data including all program options. ○ Programs must delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.	○ 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 ○ Establish partnerships in institution-wide events/initiatives ○ Social work program representation on institution-wide committees ○ Website or publication revisions ○ Expansion of ADEI implicit curriculum assessment plans ○ Enhancements for accessibility ○ Admissions recruitment expansions/adaptations ○ Review examples of specific and continuous implicit curriculum ADEI efforts under AS 2.0.2 • *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. --- **Candidate Programs** | *AS 5.0.2(b) is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3

Accreditation Standard 5.0.3: The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 5.0.3.	☐ **REQUIRED FORM: Form AS 5.0.3 – Program Outcomes Assessment**	• **Definitions:** ○ Benchmark ○ Context ○ Employment Rate ○ Graduation Rate ○ Higher Education Acceptance Rate ○ Time to Program Completion ○ Program Outcomes ○ Rationale • **SAMPLE: Form AS 5.0.3 – Program Outcomes Assessment** • *Graduation rate example benchmark*: ○ 70% of students will graduate from the program each academic year. • *Employment rate example benchmark*: ○ 85% of graduates will be employed within 1-year of graduation. • *Higher education acceptance rate example benchmark*: ○ 25% of graduates will be accepted into higher education programs, including master's and doctoral programs of any discipline, within 1-year of graduation. • *Time to program completion example benchmark:* ○ 80% of students will complete the program in 150% of the program's identified time period. ○ 85% of full-time students will complete the program within 2-years. ○ 80% of students will complete the program within 4-years. • *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. • What process or mechanism is employed to formally review the program outcomes and make data-informed
b. The program identifies the program outcome(s) it monitors.	• Every program must monitor graduation rates. ☐ Select and identify at least one (1) additional outcome the program monitors from the following options: ☐ Employment rate ☐ Higher education acceptance rate ☐ Time to program completion	
c. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).	☐ Provide the program's benchmarks for: ☐ Graduation rates; *and* ☐ Each identified program outcome. • Programs have autonomy to set their benchmarks consistent with the program's mission and context. ○ Programs are not required to meet their benchmarks. ○ Programs may choose a different benchmark per program option. ○ Programs may choose different benchmarks for full-time students and part-time students.	
d. The program provides the benchmark rationale for its graduation rates and identified program outcome(s).	☐ Provide a benchmark rationale for: ☐ Graduation rates; *and* ☐ Each identified program outcome. ☐ If benchmarks differ by program option, provide a rationale for each program outcome for each program option	
e. The program explains how it calculates its graduation rates and	☐ Describe the calculation/formula for:	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
identified program outcome(s).	☐ Graduation rates, *and* ☐ Each identified program outcome. ○ Programs have autonomy to determine their calculation method/formula. • **Employment rate:** ○ Percentage of graduates and/or graduating students who are employed or have offers for employment within the program's identified timeframe. ☐ Programs must explicitly state the timeframe. ○ Employment/offers do <u>not</u> need in the social work field. ○ Sampling is permitted. • **Graduation rate:** ○ Percentage of students who graduate from the program per academic year from those that were anticipated to graduate. ▪ Programs define academic year. ☐ Include all anticipated graduates in the calculation. ○ Sampling is <u>not</u> permitted. ○ Programs have autonomy to determine the student-level data that comprises final outcomes. ▪ Programs can choose to include or exclude data for students that did not graduate due to extenuating circumstances, such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education [adapted from CCNE, Standards for Accreditation of	decisions to continuously improve graduation rates and the other identified program outcome(s)? ○ 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? ○ How are decisions made to renew effective elements of the program? ○ 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 changes to graduation rates and the other identified program outcome(s)? --- **Candidate Programs** | *AS 5.0.3 is reviewed for:* • In development at Benchmark 1 & 2 • Compliance at Benchmark 3 • *For Benchmark 3:* Programs may be able to provide graduation rates and time to program completion data. However, all programs may not have employment and/or higher education acceptance rate data.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	Baccalaureate and Graduate Nursing Programs (Amended 2018)]. ☐ The program must note any exclusions in the calculation explanation. • **Higher education acceptance rate:** o Percentage of graduates who are accepted into higher education programs, including master's and doctoral programs of any discipline, within the program's identified timeframe. ☐ Programs must explicitly state the timeframe. o Sampling is permitted. • **Time to program completion:** o Percentage of students who completed the program within the program's identified time period(s). ☐ Programs must explicitly state the timeframe. ☐ Include all students in the calculations. o Sampling is <u>not</u> permitted. o Programs have autonomy to determine the student-level data that comprises final outcomes. ▪ Programs can choose to include or exclude data for students that did not complete the program due to extenuating circumstances, such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education [adapted from CCNE, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Amended 2018)]. ▪ The program must note any exclusions in the calculation explanation.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ The completion time period(s) and the benchmark for completion rates are determined by the program consistent with the program's mission and context.	
f. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.	• The annual collection period is determined by the program and is consistent with the program's mission and context. ☐ At minimum accredited programs provide: ○ One (1) year of data if submitting an accreditation document in 2023 or 2024. ○ Two (2) years of data if submitting an accreditation document in 2025 or 2026. ○ Three (3) years of data if submitting an accreditation document in 2027 and beyond. ☐ At minimum Candidate Programs provide one (1) year of data. ○ *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 from the initial accreditation date to collect and present one (1) year of data.	
g. Data are reported for each program option and in aggregate, including all program options.	☐ Explicitly address each program option. ☐ Present program option-level data for each program option. ☐ Present aggregated data including all program options.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
h. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).	☐ Describe the process for reviewing this data for continuous program improvement and decision making to improve graduation rates and the program's other identified program outcome(s).	

GLOSSARY

This glossary defines uncommon words within the EPAS. Commonplace words and academic nomenclature may not be defined. In such cases, the BOA accepts commonplace definitions.

Accreditation

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.

Anti-oppression

Strategies, theories, actions, and practices that actively challenge systems of oppression on an ongoing basis in one's daily life and in social justice/change work. Anti-oppression work seeks to recognize the oppression that exists in our society and attempts to mitigate its effects and eventually equalize the power imbalance in our communities. Oppression operates at different levels (from individual to institutional to cultural) and so anti-oppression must as well.

Simmons University Library. [2021]. Anti-oppression. Retrieved February 22, 2022. https://simmons.libguides.com/anti-oppression

Related Standards: AS 1.0.1; AS 2.0.1; AS 5.0.2(a); AS 5.0.2(d)

Anti-racism

A process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

Related Standards: AS 1.0.1; AS 2.0.1; AS 5.0.2(a); AS 5.0.2(d)

Approving Field Education Settings

Selecting and forming an educational partnership with qualified agencies/organizations that will host social work students and provide competency-based learning.

Related Standards: AS 3.3.4

Area of Specialized Practice

An umbrella term. Programs may elect to use other terminology (e.g., specialization, concentration, track, focus, area) to label their area(s) of specialized practice.

Related Standards: AS M3.2.1

Articulation
Ways the program conveys information via written communication means (e.g., documents, manuals, handbooks, syllabi, platforms and/or websites, presentations, orientation, training).

Related Standards: AS 3.3.3; AS 3.3.4; AS 3.3.5; AS B3.3.6; AS M3.3.6; AS 3.3.7; AS B4.1.2; AS M4.1.2; AS 4.1.3; AS 4.1.4; AS 4.1.5; AS 4.1.6; AS 4.1.7; AS 4.1.8

Behaviors
Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes. Observable components of the competency which operationalize the competency in *real or simulated practice* (e.g., field settings).

Related Standards: AS 3.1.2; AS M3.2.1; AS M3.2.4; AS 3.3.3; AS 5.0.1(a)

Benchmark
The percentage of students the program wants to achieve it program outcomes.

Related Standards: AS 5.0.3

Clients and Constituents
Those served by social workers, including individuals, families, groups, organizations, and communities.

Related Standards: AS 3.3.3

Cognitive and Affective Processes
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 are the ways 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 (pg. 7 of the EPAS). This is one dimension and must not be separated into two distinct dimensions for accreditation purposes.

Related Standards: AS 3.1.2; AS M3.2.1; AS M3.2.4; AS 5.0.1(a)

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 (pg. 7 of the EPAS).

Related Standards: AS 3.1.1; AS M3.2.3

Competency-Based Education Framework

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Related Standards: AS 3.1.1

Context

Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Related Standards: AS 1.0.2

Course Credit

Hours granted by the institution and social work program. Course credit does not refer to specific elements, activities, or assignments within an individual course.

Related Standards: AS 4.1.5

Curriculum

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula include supervised field education learning experiences.

Related Standards: AS 3.1.1; AS M3.2.3; AS 4.3.2

Curriculum Design

Identifies the elements of the curriculum and states their relationships to each other. A design must be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Related Standards: AS 3.1.1; AS M3.2.3

Degree from CSWE-Accredited Master's Program

Degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.

Related Standards: AS B4.2.1; AS M4.2.1

Diversity

The presence of differences that may include age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Related Standards: AS 1.0.1; AS 2.0.1; AS 5.0.2(a); AS 5.0.2(b)

Due Process

Appeals and grievance processes designed to ensure fairness, including but not limited to: notification, an opportunity to respond, and a transparent decision-making process in accordance with written processes established by the program and/or institution.

Related Standards: AS 4.1.7

Employment Rate

Percentage of graduates and/or graduating students who are employed or have offers for employment within the program's identified timeframe. Data are reported for each program option and in aggregate, including all program options. The benchmark for employment rates is determined by the program.

Related Standards: AS 5.0.3

Environmental Justice

Environmental justice occurs when all people equally experience high levels of environmental protection, and no group or community is excluded from the environmental policy decision-making process or is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).

Related Standards: AS 1.0.1

Equity

Fair treatment, access, opportunity, and advancement, recognizing that all people do not all start from the same place. Equity is achieved by promoting justice, impartiality, and fairness within the procedures, processes, and distribution of resources by institutions or systems. Actively addressing equity issues requires understanding the root causes of outcome disparities in our society and making adjustments to imbalances.

Related Standards: AS 2.0.1; AS 4.1.1; AS 4.1.8; AS 4.3.3; AS 4.4.5; AS 5.0.2(a)

Explicit Curriculum
The program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. (**EP 3.0,** pg. 17 of the EPAS).

Related Standards: AS 2.0.1

Faculty
Full- and part-time faculty inclusive of all ranks such as tenure, tenure-track, adjunct, lecturer, etc.

Related Standards: AS 4.1.6; AS B4.2.1; AS M4.2.1; AS 4.2.2; AS B4.2.3; AS M4.2.3; AS 4.3.2; AS 4.3.3

Field Education Hours
Hours accrued through activities that enhance student social work competence, including field supervision, field seminar meeting time, and real-time encounters with clients and constituencies through in-person and technology-supported interactions in the field setting.

Related Standards: AS 3.3.3

Field Instructor
Qualified individual that provides field supervision at the field setting or through alternative supervision arrangements.

Related definition: Field supervision

Related Standards: AS B3.3.6; AS M3.3.6

Field Personnel
Any individuals that facilitate the field education experience. This may include, yet is not limited to, the field director (regardless of their formal title), field liaisons, and field instructors/supervisors.

Related Standards: AS 3.3.3; AS 3.3.5; AS B3.3.6; AS M3.3.6; AS 5.0.1(a)

Field Supervision
Structured planning, organizing, leading, and supporting student learning at field settings provided by a qualified field instructor.

Related definition: Field instructor

Related Standards: AS 3.3.7

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).

Related Standards: AS 4.4.1

Full-time Equivalent (FTE)
The institution's calculation of full-time faculty and students. Programs should calculate ratios that include full- and part-time faculty (not field instructors in field settings) and full- and part-time students in the full-time equivalency calculation.

Related Standards: AS B4.2.3; AS M4.2.3

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, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (**EP 3.1**, pg. 17 of the EPAS).

Related Standards: AS 3.1.1; AS 3.1.2; AS M3.2.2; AS 3.3.1; AS 5.0.1(a)

Graduation rate
Percentage of students who graduate the cohort per academic year compared to the number of students who entered in the original cohort. Data are reported for each program option and in aggregate, including all program options. The benchmark for graduation rates is determined by the program.

Related Standards: AS 5.0.3

Higher education acceptance rate
Percentage of graduates who are accepted into higher education, including master's and doctoral programs of any discipline, within the program's identified timeframe Data are reported for each program option and in aggregate, including all program options. The benchmark for higher education acceptance rates is determined by the program

Related Standards: AS 5.0.3

Hiring Date
The date when planned employment is finalized and formal offer letter, contracts, or onboarding paperwork is signed.

Related Standards: AS B/M4.2.1

Implicit Curriculum
Consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates (**EP 4.0**, pg. 24 of the EPAS).

Related Standards: AS 2.0.2; AS 4.1.8; AS 5.0.2(a); AS 5.0.2(b)

Inclusion
The act of creating environments in which individuals and groups are engaged, respected, valued, and supported through the elimination of practices and behaviors that result in marginalization. Inclusion is achieved when all people are welcomed to fully participate.

Related Standards: AS 2.0.1; AS 4.1.1; AS 4.1.8; AS 4.3.3

Interprofessional Education
Occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength. (World Health Organization. [2010]. Framework for action on interprofessional education & collaborative practice.)

Related Standards: AS 3.1.1; AS M3.2.1

Intersectionality
A paradigm for understanding social identities and the ways in which the breadth of human experience is shaped by social structures.

Related Standards: AS 2.0.1; AS 5.0.2(a); AS 5.0.2(b)

Knowledge
Generally includes learning the competencies and social work concepts.

Related Standards: AS 3.1.2; AS M3.2.1; AS M3.2.4; AS 5.0.1(a)

Matrix
A table or chart that maps the social work curriculum content to the competencies.

Related Standards: AS 3.1.2; AS M3.2.4

Nine Social Work Competencies
Listed on pgs. 8-12 of the EPAS.

Related Standards: AS 3.1.2; AS M3.2.4

Opportunities
Possibilities typically documented in procedures/steps.

Related Standards: AS 4.1.8

Orienting Students
Introductory programming for new students.

Related Standards: AS 3.3.5

Placing Students
Matching students with a qualified field setting that will co-facilitate their competency-based learning. The program facilitates the student and field setting forming an educational partnership.

Related Standards: AS 3.3.5

Policy
A rule or regulation. Written/published policy available to stakeholders. Ensures continuity/consistency.

Related Standards: AS 4.1.7

Post-Social Work Degree Practice Experience
The minimum requirement of two years post-degree 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. It does not include academic appointments.

Related Standards for Post-baccalaureate or Post-master's Social Work Degree Practice Experience: AS B3.3.6; AS B4.3.5(b)

Related Standards for Post-master's Social Work Degree Practice Experience: AS M3.3.6; AS B4.2.1; AS M4.2.1; AS 4.2.2; AS M4.3.5(b)

Principal Assignment

Faculty identified in response to this standard are required to have a full-time overall appointment to social work with principal assignment (51% or more) of their appointment dedicated solely to the social work program for which the program is seeking accreditation. The remainder of the identified faculty's time may be dedicated to teaching, administration, research, service, or other roles. Faculty identified in response to this standard may have an appointment outside social work.

Related Standards: AS B4.2.1; AS M4.2.1

Process

A series of actions or steps to achieve an outcome, which may include written policies, criteria and procedures.

Related Standards: AS 3.3.4

Professional Advising

Professional advising typically focuses on postgraduation preparation for entry into the profession, which could include: career counseling services, career development guidance, professional coaching, field education supports, licensing preparation, interviewing tips, career materials preparation (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, or employment placement assistance.

Related Standards: AS 4.1.6

Professional Performance

Criteria may include adhering to an educational or professional code of conduct, code of ethics, or behavioral expectations in the field setting, classroom, or community.

Related Standards: AS 4.1.7

Program Options

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. Refer to policy *4.9 Program Changes* in the Accreditation Policy Handbook for program option definitions.

Related Standards: All

Program Outcomes
For CSWE-accredited programs, examples include employment rates, graduation rates, higher education acceptance rates, and time to program completion. Programs are required to monitor graduation rates and at least one additional program outcome. Data are reported for each program option and in aggregate, including all program options.

Related Standards: AS 5.0.3

Purpose
The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally (**EP 1.0**, pg. 14 of the EPAS).

Related Standards: AS 1.0.1

Rationale
Reasons or logical basis.

Related Standards: AS 3.1.1; AS M3.2.3; AS 5.0.3

Recognized Regional Accrediting Organization
The regional accrediting organizations are identified in the Council for Higher Education Accreditation (CHEA) directory.

Related Standards: AS M4.1.2

Retention
Incentivizing and reducing barriers to faculty continuing employment with the program/institutions.

Related Standards: AS 4.3.3

Secondary Mechanism
A supplementary, supportive, or cascading process to ensure baccalaureate social work graduates do not repeat generalist content achievements, when applicants do not qualify for advanced standing status.

Related Standards: AS M4.1.3

Signature Pedagogy
Forms and styles of teaching and instruction that are central to a specific discipline, area of study, or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Related Standards: AS 3.3.1

Simulated Practice Situations
Modalities that replicate real practice situations to facilitate the demonstration of student competence.

Related Standards: AS 5.0.1(a)

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

Related Standards: AS 3.1.2; AS M3.2.1; AS M3.2.4; AS 5.0.1(a)

Specialized Practice
Builds on generalist practice, as described in Educational Policy 3.2, by integrating the nine social work competencies (and any additional competencies added by the program) that manifest in holistic professional practice. Specialized practitioners extend social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention (**EP M3.2**, pg. 18 of the EPAS).

Related Standards: AS M3.2.1; AS M3.2.2; AS M3.2.3; AS M3.2.4

Start Date
The first day of work/employment.

Related Standards: AS B/M4.2.1

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).

Related Standards: AS 4.4.1

Student Learning Outcomes
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.

Related Standards: AS 5.0.1(a)

Technological Access
How program students, faculty, and staff use technology to access and complete the educational program, usually virtually or remotely. This includes technology, software, or platforms that facilitate learning and human communication through computers. Examples include: Devices, platforms, technology, learning management systems, shared networks, collaborative tools, online repositories/resources, etc.

Related Standards: AS 4.4.4

Technological Resources
Any technology expensed by the social work program (e.g., which may include machinery, equipment, platforms, applications).

Related Standards: AS 4.4.1

Technology Support
Technical assistance offered to students, faculty, and staff. Examples include: Troubleshooting, information technology (IT) professional support, oversight of hardware and software, and maintenance and repair of technology.

Related Standards: AS 4.4.4

Time to Program Completion
Percentage of students who completed the program within the program's identified time period. Data are reported for each program option and in aggregate, including all program options. The completion time period and the benchmark for completion rates are determined by the program consistent with the program's context. Context includes the needs and opportunities associated with the setting and program options, local hiring practices, and historical, political, economic, environmental, social, cultural, demographic, local, regional, and global factors.

Related Standards: AS 5.0.3

Transfer of Credits
The process of awarding student credit for social work courses earned at another institution before admission to the social work program. The accreditation process respects the institution's policies concerning the transfer of credits. However, programs may accept field education and practice course transfer credits only from other CSWE-accredited or candidate social work programs, unless the program is able to explain how the program assesses course equivalency to

comply with all field education standards and practice course instructor qualifications in the EPAS.

Related Standards: AS 4.1.4

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice (**EP 1.0**, pg. 14 of the EPAS).

Related Standards: AS 1.0.1; AS 3.1.2; AS M3.2.1; AS M3.2.4; AS 5.0.1(a)