COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation
Department of Social Work Accreditation

2025 ACCREDITATION STANDARDS | INTERPRETATION GUIDE

for Practice Doctorate Social Work Programs

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This official companion document to the 2025 Accreditation Standards for Practice Doctorate Social Work Programs provides programs with information for navigating the accreditation process and understanding the Board of Accreditation's (BOA) intent and interpretation of the standards.

As practice doctorate social work education programs continue implementation of the standards, 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 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.
- When updates occur, program 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 2025 Accreditation Standards for Practice Doctorate Social Work Programs 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 standards 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 social work degree programs in the United States and its territories. In 2025, the BOA applied to expand their scope of recognition to include practice social work degree programs. The outcome of their application will be shared by CHEA in late-2025.

The professional judgments of the BOA are based on the 2025 Accreditation Standards for Practice Doctorate Social Work Programs approved by the BOA. Learn more about the accreditation pilot and standards revision process.

As a CHEA-recognized programmatic accrediting body, the BOA, and their partnership with COEP, are responsible for revising the accreditation standards 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.

The BOA is the sole and final arbiter of compliance. Social work programs are solely responsible for implementing, demonstrating, and maintaining compliance with the 2025 Accreditation Standards for Practice Doctorate Social Work Programs.

Grid Navigation Key

Accreditation Standard Descriptor

Narratives preceding each overarching accreditation standard that describe the context, definitions, and content applicable to developing an educational program compliant with the national standards. These descriptors aid the social work program in responding formally to accreditation standard requirements during accreditation reviews.

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.
For Candidate Programs | This section identifies whether the standard is in development, reviewed for **approval**, or reviewed for **compliance** at each benchmark during the candidacy benchmarking process.		

Program Mission

The program mission is informed by a commitment to student attainment of the core expertise and skills. It is grounded in the profession's purpose, 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, community, organizational, and societal well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry and other ways of knowing, 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 in their environments, 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 D1.0.1: The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with both a practice doctorate program and another CSWE-accredited or candidate social work program have separate mission statements 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 (practice doctorate) rather than the school/department-level.
	  ○ Institutions with CSWE-accredited, candidate, or pre-candidate baccalaureate, masters, or practice doctorate, social work programs must
		• **Definitions:**
		  ○ Anti-oppression
		  ○ Purpose
		  ○ Values
		• Programs develop the content of their mission statement.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	have distinct mission statements with language unique to the practice doctorate level. • It is insufficient to only provide a school, college, or department-level mission statement only.	o Consider inspiration from or including elements of the profession's purpose, profession's values, program's context, and the program's area(s) of focus. • **AS 1.0** is focused on explaining consistency with the content, language, and verbiage of the program's mission statement. • **AS 1.0** does <u>not</u> focus upon explaining consistency with curricular offerings, programmatic features, and program operations. • Consider **bolding**, <u>underlining</u>, *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 D1.0.1** is cited by the BOA, **AS D1.0.2** may be 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**.**	☐ 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 o *These emphasize the ethical foundations of social work, grounding practice in respect, justice, and relational integrity.* o Valuing service o Valuing social justice o Valuing dignity & worth of the person o Valuing importance of human relationships o Valuing integrity o Valuing competence o Valuing human rights • Theme #2: Human and Societal Well-Being	

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.	
Candidate Programs | AS D1.0.1 is reviewed for **Approval at Benchmark 1 and 2** and **Compliance at Benchmark 3**		

Accreditation Standard D1.0.2: 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.
	• Programs determine the terminology for identifying students (e.g., practitioner-scholar, students, scholars, candidates).
		• **Definition:** Program 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.	☐ Quote the program's full mission statement.
	☐ Explain the consistency between the program's mission statement and the program's context.
	  ☐ Quote language excerpt(s) from the program's mission statement.
	  ☐ Explain *how* the identified quote from the program's mission statement is consistent with each element of the program's context by identifying clear and explicit linkages.	

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 D1.0.2** is cited by the BOA, **AS D1.0.1** may be cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard.
Candidate Programs | AS D1.0.2 is reviewed for **Approval at Benchmark 1 and 2** and **Compliance at Benchmark 3**		

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, which 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 practice 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 D2.0.1: 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.	☐ Identify specific and **continuous** efforts within the explicit curriculum that address each of the following areas: ☐ Anti-racism ☐ Diversity ☐ Equity ☐ Inclusion ☐ Clearly and explicitly address <u>each</u> ADEI area. ☐ Identify explicit curriculum efforts for each ADEI area for each area of focus. ☐ 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 practice doctorate level 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.	• **Definitions:** o Anti-oppression o Anti-racism o Diversity o Equity o Explicit Curriculum o Inclusion o Intersectionality • *Focus of this standard:* What intentional efforts are made throughout the curricula to prioritize ADEI. o Select efforts that prioritize and maximize attention to ADEI in the classroom. 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 ▪ Assignment to craft or edit leadership/teaching statement to include commitment to anti-oppressive management and supervision practices
b. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		▪ Public scholarship requirements (e.g., presenting a continuing education course on area of substantive expertise, creating an open-source toolkit for other practitioners to access) ▪ Structured peer mentoring feedback groups or beta reader pairs for final academic product(s) ▪ 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, sovereignty, ableism) ▪ 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 Practice-based activities

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		▪ Reflective exercises on practice with historically and currently oppressed populations o Offering an area of focus or certificate program focused on ADEI concepts (e.g., anti-oppressive practice) o Teaching courses in local languages (e.g., Native language, Spanish) o Study abroad social work courses o International course partnerships and projects o Readings from the global majority o Majority of authors in each syllabus have diverse identities and perspectives o Curriculum design frameworks/pedagogies (e.g., each class includes one activity on anti-oppressive social work practice, cultural humility, land-based learning, indigenous pedagogies) o Flexible plans of study (e.g., weekend, evening, or night courses) o Statements and land acknowledgements in syllabi o Accessible course materials and platforms using universal design principles o Teaching ADEI concepts via simulations, virtual reality, and/or artificial intelligence o Offering education pathways or courses to students that are incarcerated o Neuro-inclusive teaching techniques o Gender inclusive language in all syllabi o 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 D3.0.1**). • Consider describing how each effort affirms and respects intersectional identities/dimensions identified in the ADEI accreditation standard descriptor. It is not required to discuss every dimension. • Use subheadings to clearly address each component of the standard.
Candidate Programs | **AS D2.0.1** is in **Development at Benchmark 1,** and reviewed for **Approval at Benchmark 2** and **Compliance at Benchmark 3**		

Accreditation Standard D2.0.2: 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.	☐ Identify specific and **continuous** efforts within the implicit curriculum that address each of the following areas: ☐ Anti-racism ☐ Diversity ☐ Equity ☐ Inclusion ☐ Clearly and explicitly address each ADEI area. ☐ Identify implicit curriculum efforts for each ADEI area for each area of focus.	• **Definitions:** ○ Anti-oppression ○ Anti-racism ○ Diversity ○ Equity ○ Implicit Curriculum ○ Inclusion ○ Intersectionality • *Focus of this standard:* What intentional efforts are made throughout program operations, outside of the formal curriculum design and delivery to prioritize ADEI. ○ Consider the scope and depth of the efforts described.

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

	☐ 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 practice doctorate program 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.
		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)
		  ▪ 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

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

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ 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, alumnae, and/or local social workers ▪ Bystander intervention ▪ Inclusive language ▪ Financial literacy ○ Accessible learning management system, educational technology, classroom, and educational spaces (e.g., wellness room,

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		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) o Copy/paste relevant written policies regarding implicit curriculum efforts made to prioritize ADEI. ▪ Restorative justice principals integrated into due process policies ▪ Gender inclusive language in all policies, handbooks, and manuals • Consider describing how each effort affirms and respects intersectional identities/dimensions identified in the ADEI accreditation standard descriptor. It is <u>not</u> required to discuss every dimension It is <u>not</u> required to discuss every dimension. • Use subheadings to clearly address each component of the standard.
Candidate Programs | AS D2.0.1 is in **Development at Benchmark 1,** and reviewed for **Approval at Benchmark 2** and **Compliance at Benchmark 3**		

Core Expertise and Skills

Practice doctorate programs, inclusive of all area(s) of focus, prepare practitioner-scholars to:

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

Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and required academic product(s) for each of its program options. Using a practitioner-scholar perspective, the explicit curriculum prepares students for professional social work practice within an area of focus at the practice doctorate level. The curriculum prepares students for substantive expertise beyond the master's level in one or more areas of social work practice. The program defines its students' academic product(s) and selects the format that best incorporates the requirements of the area(s) of focus and the institution that is awarding the degree. The academic product(s) demonstrates students' core expertise and skills and contributes to the advancement of practice.

Accreditation Standard D3.0.1: The program has at least one area of focus that prepares students for substantive expertise beyond the master's level in one or more areas of social work practice. For each area of focus, the program implements the core expertise and skills (and any additional expertise and skills added by the program). The explicit curriculum is informed by professional practice communities and ensures opportunities for students to advance practice.

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

a. The program identifies its area(s) of focus.	☐ List each area of focus.
	☐ Provide a brief explanation of each area of focus.
		• **Definitions:**
		  ○ Curriculum
		  ○ Curriculum Design
		  ○ Explicit Curriculum
		  ○ Matrix
		  ○ Opportunities
		  ○ Rationale
		• *Focus of this standard:* Explain the formal curriculum design elements, required courses, rationale for the design, ***and*** explain how the professional practice community is engaged and the impact this engagement has on curriculum content, development, and delivery.
		• Prompts for describing the formal curriculum design:
		  ○ *What?*
		  ▪ What elements comprise the curriculum?

b. For each area of focus, the program provides any additional expertise and skills added by the program (if applicable).	☐ For each area of focus, list any additional expertise and skills added by the program (if applicable).	
c. For each area of focus, the program provides a rationale for its curriculum design.	☐ For each area of focus, describe the program's curriculum design, including all courses. ☐ Identify any theories, concepts, models, and/or pedagogical ideas used to inform the formal curriculum design, structure, framework, and/or blueprint.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	▪ This is <u>not</u> 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. ☐ Describe *how* each required course influences and builds upon one another. ☐ Explain how students' progress through the curriculum. • Curriculum may include required or elective courses preparing students for teaching social work pedagogy, teaching assistant opportunities, and/or graduate assistantships. • 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 a logical progression to the curriculum?
d. For each area of focus, the program describes how students are prepared for substantive expertise beyond the master's level in one or more areas of social work practice.	☐ Describe how students are prepared for substantive expertise beyond the master's level in one or more areas of social work practice.	
e. For each area of focus, the program describes how the curriculum ensures opportunities for students to advance practice.	☐ Describe how the curriculum ensures opportunities for students to advance practice. • One (1) or more applied, implementation, active, and/or experiential learning component(s) is required. • Opportunities can be woven into the educational process including:	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ Supervision/mentorship of an applied product/project ○ Capstone or other academic product course(s) ○ Series of courses to design, develop, and implement a project ○ Leadership seminar(s)	▪ Why does the composition and configuration of courses make coherent sense? ○ *How?* ▪ How does each required course influence and build upon one another? ▪ How do students progress through the curriculum, from admission through graduation? • Example theories, concepts, models, and/or pedagogical ideas: ○ Practitioner-scholar perspective (applies to all practice doctorate social work programs) ○ Post-degree practice preparation ○ Indigenous Pedagogy and other ways of knowing ○ Andragogy/Adult Learning Theory ○ Anti-oppressive social work practice ○ Maslow's Hierarchy of Needs ○ Vertical and horizontal integration or scaffolding ○ Strengths-based education ○ Learner-centered design ○ Experiential and application-based learning with client systems ○ Community-informed design ○ Evidence-based content ○ Feedback-informed progression ○ Integrative or holistic health model ○ Interdisciplinary training ○ Trauma-informed curriculum ○ Ecological perspective ○ Systems theory
f. For each area of focus, the program describes how its curriculum is informed by professional practice communities.	☐ Explain how the professional practice community is actively engaged in the explicit curriculum. ○ Professional practice communities are defined by the program and must include social workers and may include interprofessional collaborators. ▪ Students may be considered as part of the professional practice community. ○ "Communities" includes geographical location, online, organized communities of practice, support, consultation, thought, or learning. ○ Ongoing engagement is required; one-time engagement alone is insufficient. ☐ Explain the professional practice community's impact on curriculum content, development, and delivery.	
g. For each area of focus, the program submits Form AS D3.0.1.	☐ **REQUIRED FORM:** Form AS D3.0.1 Curriculum Matrix ☐ For each area of focus, provide a curriculum matrix that includes: ☐ All six (6) core expertise and skills ☐ Any expertise and skill added by the program	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Best examples of 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 how the required course content implements the core expertise and skill ☐ Page number reference to the relevant syllabi in Volume 2 of the self-study or benchmark document ☐ The matrix content must match the syllabus content. ☐ Do not include elective courses or elective course content on the matrix. ☐ It is not 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 on the matrix. • 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 core skill and expertise.	o Generalist Intervention Model o Intersectionality o Bi-lingual practice o Connect to concepts in mission statement (e.g., educating changemakers) • *Optional*: Consider summarizing electives, certificate programs, dual degree programs, and other optional curricular offerings. • Consider how the program builds fluid connections between education preparation and career practice, ensuring programs do not exist in isolation in academia. • The accrediting body nor the standards mandate a list of courses every social work program must offer. Each program's curricular/course requirements vary widely and are unique to their mission and context. • The accrediting body nor the standards 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. o Programs are advised to inquire with their state's licensing board regarding any post-degree practice implications. • Programs determine the formal title(s) of the degree(s) awarded. o One program may award multiple degrees for completion of the same program/curriculum. • Example opportunities for students to advance practice: o Applied academic product o Creating and disseminating social work continuing education content about their academic product and/or area of focus

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
h. The program provides a syllabus in Volume 2 for each course listed on Form AS D3.0.1 to illustrate how its curriculum content implements the core expertise and skills (and any additional expertise and skills added by the program) to prepare students for doctoral practice.	☐ **REQUIRED SEPARATE ENCLOSURE:** Submit syllabi in a separate document (Volume 2) with the self-study or benchmark documents. ☐ Syllabi need to be included for each required course on the matrix. ☐ Use a consistent format for all syllabi. ☐ Provide a table of contents to navigate to each syllabi. o There are no requirements regarding the content or formatting of syllabi, with the exception that submitted syllabi must be consistently formatted.	o Leadership immersion experience o Implemented project o Provide consultation to an organization on area of expertise/focus o Publish on dissertation o Student teaching o Preceptorships or residencies • Example mechanisms for the professional practice community to inform the curriculum: o Design thinking exercises o Strategic planning processes o Engage more seasoned students in curriculum feedback, development, or design activities o Student liaisons in curriculum-focused faculty meetings o Reserving seats/positions on curriculum committee or other relevant standing committees for program students and/or practitioners ▪ Allows unique space for practitioner-scholars to prepare for academic roles by participating in governance. o Convening a community advisory board o Collecting feedback via surveys or focus groups from students, alumni practicing social work, or other practitioners o Annual review of syllabi to ensure use of current practice-based materials (e.g., books, media) o Hosting guest speakers/panels • Use subheadings to clearly address each component of the standard.
i. The program addresses all program options.	☐ Explicitly address each program option. o Programs may elect to use the same or different curriculum matrices per each program option.	
Candidate Programs |		

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
• **AS D3.0.1 compliance statements "a-f and i"** are reviewed for **Approval at Benchmark 1** and **compliance statements "g and h"** are in **Development at Benchmark 1** • **AS D 3.0.1 compliance statements "a-i"** are reviewed for **Approval at Benchmark 2** and **Compliance at Benchmark 3** • **Syllabi** are in development at **Benchmark 1** and reviewed for **Approval at Benchmark 2** and **Compliance at Benchmark 3**		

Accreditation Standard D3.0.2: The program identifies its students' required academic product(s), which demonstrates core expertise and skills and contributes to the advancement of practice related to the area(s) of focus. The academic product(s) reflects doctoral-level quality.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. For each area of focus, the program identifies its students' required academic product(s).	☐ For each area of focus, identify the students' required academic product(s). ○ Programs determine the title of the academic product (e.g., culminating project, dissertation, capstone project).	• **Definitions:** ○ Academic Product ○ Curriculum ○ Explicit Curriculum ○ Faculty ○ Mentorship • Academic product examples: ○ Capstone project ○ Dissertation • Example features of academic products: ○ Portfolio of progressive products leading to a culminating deliverable ○ Leadership portfolio ○ Case-study ○ Literature review ○ IRB approval ○ Engaged scholarship ○ Qualitative, quantitative, or mixed methods empirical research ○ Data collection and analysis
b. For each area of focus, the program describes how the students' required academic product(s) demonstrates core expertise and skills and contributes to the advancement of practice related to the area of focus.	☐ For each area of focus, describe how each students' required academic product(s): ☐ Demonstrates core expertise and skills. ☐ Contributes to the advancement of practice related to the area of focus.	
c. For each area of focus, the program describes how faculty provide mentorship and supervise student academic product(s).	☐ For each area of focus, describe how faculty provide: ☐ Mentorship of students' academic product(s). ☐ Supervision of students' academic product(s).	
d. For each area of focus, the program explains how the academic product(s)	☐ For each area of focus, explain how the students' academic product(s) reflects doctoral-level quality.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
reflects doctoral-level quality.	○ Programs define doctoral-level quality.	○ Develop a theory, model, and/or conceptual framework ○ Evidence-based interventions implementation ○ Multi-media presentation, showcase, or symposium ○ Develop a manuscript, article, white paper, novel, manual, website, podcast, continuing education/training course, infographic, open access repository, or other format for dissemination • Mentorship examples include providing: ○ Tools ○ Resources ○ Supports ○ Feedback ○ Social capital ○ Access to a broader network to successfully navigate the academic program, complete the degree, and/or prepare for post-degree pursuits • Prompts for academic product quality: ○ Why is this a meaningful contribution to advancing social work practice/the social work profession? ○ How does this conform to the rigor of doctoral-level standards/expectations for advancing social work practice? ○ How does this ensure students' transcend master's-level practice? ○ How does this ensure students' demonstrate a practitioner-scholar perspective?
e. The program addresses all program options.	☐ Explicitly address each program option.	
Candidate Programs | AS D3.0.2 is reviewed for **Approval at Benchmark 1 & 2** and **Compliance at Benchmark 3**		

Accreditation Standard D3.0.3: The program defines leadership in social work practice. The program explains how its curriculum prepares students to be doctoral leaders in addressing anti-racism, diversity, equity, and inclusion;

scholarship; professional behavior and ethics; and human rights and social, racial, economic, and environmental justice.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its definition of doctoral leadership.	☐ Provide the program's definition of doctoral leadership.	• **Definitions:** ○ Curriculum ○ Diversity ○ Environmental Justice ○ Equity ○ Explicit Curriculum ○ Inclusion • Programs can select their own terminology to describe ADEI (e.g., access, opportunity, belonging, fairness, openness, respect).
b. For each area of focus, the program describes how its curriculum prepares students to be doctoral leaders in addressing anti-racism, diversity, equity, and inclusion; scholarship; professional behavior and ethics; and human rights and social, racial, economic, and environmental justice.	☐ Describe how the curriculum prepares students to be doctoral leaders in: ☐ Addressing anti-racism, diversity, equity, and inclusion ☐ Scholarship ☐ Professional behavior and ethics ☐ Human rights and social, racial, economic, and environmental justice	
Candidate Programs | **AS D3.0.3** is reviewed for **Approval at Benchmark 1 & 2** and **Compliance at Benchmark 3**		

Implicit Curriculum

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

Student Development – Admission; Advisement, Mentorship, Retention, and Termination; and Student Participation

Admission

Accreditation Standard D4.0.1: 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.	• 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/practices/processes. ☐ 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 master's-level practitioners to earn a practice doctorate degree o Recruitment of practitioners and leaders 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 maximize access across time zones and
b. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		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 Offering office hours, group/student organization opportunities, and resources at orientation to support students in navigating doctoral education and their new degree program o Strategies to reengage and reintegrate students who took a leave of absence (e.g., parents, caretakers, active duty military,

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		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 D4.0.1** is reviewed for **Approval at Benchmark 1** and **Compliance at Benchmark 3**		

Accreditation Standard D4.0.2: The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the practice doctorate program must include an earned master's degree in social work from a CSWE-accredited program and two or more years of post-master's social work degree practice experience in social work. The admissions process includes mechanisms for applicants to demonstrate readiness for doctoral education.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its: i. criteria for admission; which include an earned master's degree in social work from a CSWE-accredited program and two or more years of post-	☐ Explicitly state if the program elects to admit students simultaneously into both the institution and program. ☐ Explicitly state if the admission criteria include an earned master's degree in social work from a CSWE-accredited program and two or more years of post-master's social work degree practice experience in social work.	• **Definition:** ○ Articulation ○ Degree from CSWE-Accredited Master's Program ○ Post-Social Work Degree Practice Experience ○ Process ○ Readiness • Example admission mechanisms to gauge readiness:

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
master's social work degree practice experience in social work;	☐ 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 <u>not</u> regulate admission/enrollment caps for any admission type.	o Resume/CV o Transcripts o Writing sample o Written assignment (e.g., problem of interest affecting marginalized population, case study showcasing problem-solving process), o Personal essay/statement (e.g., what is your WHY?, goals, motivation for seeking the degree, plan balancing practice doctorate studies schedule, strengths and limitations, ADEI statement) o Supervision or mentorship support letter o Letter of support attesting to access to specific population o Interview o References • 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 beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard.
ii. process for application evaluation;	☐ 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. mechanisms for applicants to demonstrate readiness for doctoral education	☐ Describe the mechanisms the program uses to evaluate applicant readiness for doctoral education.	
iv. admission decision types;	☐ 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 process.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Explicitly state if the program has a program-specific admission notification process. ☐ 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.	
Candidate Programs | **AS D4.0.2** is reviewed for **Approval at Benchmark 1** and **Compliance at Benchmark 3**		

Accreditation Standard D4.0.3: 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.	☐ 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. ☐ 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	• **Definitions:** ○ Articulation ○ Course Credit ○ Policy ○ Transfer of Credits • *Focus of this standard:* Transfer credit policies and procedures for social work courses not other non-social work course requirements. • If applicable, describe how this information is actively articulated to students beyond written materials (e.g., orientation).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Page numbers (if applicable) ☐ Provide the procedures for reviewing transcripts and/or other materials to determine course equivalency. • Programs develop their own transfer credit policies. • 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 course transfer credits.	Use subheadings to clearly address each component of the standard.
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. ☐ 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.	
Candidate Programs | **AS D4.0.3** is reviewed for **Approval at Benchmark 1** and **Compliance at Benchmark 3**		

Accreditation Standard D4.0.4: 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 o Policy • 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 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: ☐ 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.	
Candidate Programs | **AS D4.0.4** is reviewed for **Approval at Benchmark 1** and **Compliance at Benchmark 3**		

Advisement, Mentorship, Retention, and Termination

Accreditation Standard D4.0.5: The program has policies for academic advising.

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. o 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:** o Academic Advising o Articulation o Policy • Examples of advising services formats: o Faculty-initiated (e.g., scheduled once per term) o Student-initiated (i.e., upon request) o Open office hours o Integrative seminars • Examples of academic advising: o Course selection to align with degree requirements o Degree planning for timely graduation o Transfer credit policies and procedures o Academic and institutional support referrals (e.g., tutoring, workshops, counseling, writing center, disability services, student organizations) o Discuss academic product development plans o Discuss institution processes, policies, procedures, and academic regulations o Explain expected courseload and financial aid implications or referrals to financial office o Discuss academic recovery in cases of academic discipline o Plan for leaves of absence and graduation goals upon return • Example sufficiency statements: o "The program verifies its academic advising is sufficient presently to meet the needs of students."
b. The program discusses how academic advising is sufficient to meet the needs of students.	☐ Make an explicit statement/professional judgment about the current sufficiency of the program's academic advising. o If academic advising is insufficient, address this in the narrative. ☐ Describe whether academic advising is sufficient to meet the needs of students.	
c. The program describes how these policies are articulated.	☐ State how academic advising policies are articulated to stakeholders, 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.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ "The program finds its academic advising currently insufficient and does not meet the needs of students." • Use subheadings to clearly address each component of the standard. • If applicable, describe how this information is actively articulated to students beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard.
Candidate Programs | **AS D4.0.5** is in **Development at Benchmark 1** and reviewed for **Approval at Benchmark 2** and **Compliance at Benchmark 3**		

Accreditation Standard D4.0.6: The program has policies for mentorship, which support the individualized professional development of each practitioner-scholar. Mentorship is provided by practice doctorate program faculty.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its policy for mentorship, including that mentorship is provided by practice doctorate program faculty.	☐ Specify that mentorship is provided by practice doctorate program faculty. ☐ Copy/paste the written policy for mentorship. ☐ 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 ○ Faculty ○ Mentorship ○ Policy ○ Practitioner-Scholar • Example sufficiency statements: ○ "The program verifies its mentorship is sufficient to meet the individualized professional development needs of practitioner-scholars."
b. The program explains how mentorship is equitable and inclusive, supporting the	☐ Explain how mentorship is: ☐ Equitable	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
individualized professional development of each practitioner-scholar.	☐ Inclusive ☐ Supports the individualized professional development of each practitioner-scholar	○ "The program finds its mentorship is not sufficient to meet the individualized professional development needs of practitioner-scholars." • 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 beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard.
c. The program discusses how mentorship is sufficient to meet the individualized professional development needs of practitioner-scholars.	☐ Make an explicit statement/professional judgment about the current sufficiency of mentorship to meet the individualized professional development needs of practitioner-scholars. ○ If mentorship does not meet the individualized professional development needs of practitioner-scholars, address this in the narrative. ☐ Describe whether mentorship is sufficient to meet the individualized professional development needs of practitioner-scholars.	
d. The program describes how these policies are articulated.	☐ State how mentorship policies are articulated to stakeholders, 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)	
h. The program addresses all program options.	☐ Explicitly address each program option.	
Candidate Programs | **AS D4.0.6** is reviewed for **Approval at Benchmark 1** & **Benchmark 2** and **Compliance at Benchmark 3**		

Accreditation Standard D4.0.7: The program has policies for evaluating student academic performance, evaluating student ethical conduct, and student termination from the program. The program also has policies related to due process for reasons of academic performance, ethical conduct, and termination from the program.

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

a. The program provides its policies for evaluating student academic performance.	☐ Explicitly state if the program elects to adopt the institution's policies for evaluating academic performance.
	☐ Explicitly state if the program has program-specific 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
		• 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 adhering to ethical conduct.
		• Examples of student ethical conduct criteria:
		  ○ Adhering to an educational or professional code of conduct
		  ○ Employing the NASW Code of Ethics
		  ○ Upholding behavioral expectations in the classroom or community
		• For termination due to ethical misconduct, consider the following prompt:
		  ○ Are there specific professional behaviors or issues that would cause termination that are unique/specific to social work and not covered in the institution's policies and procedures (e.g., violating the NASW Code of Ethics, not securing IRB approval)?
		• Examples of ways in which these policies are articulated:
		  ○ Prospective student materials
		  ○ Admission packet
		  ○ Syllabi

b. The program provides its policies for evaluating student ethical conduct.	☐ Explicitly state if the program elects to adopt the institution's policies for evaluating student ethical conduct. ☐ Explicitly state if the program has program-specific policies for evaluating student ethical conduct. ☐ Copy/paste the written policy for evaluating student ethical conduct. ☐ The policy must include evaluation of student ethical conduct 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 termination policies.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Copy/paste the written termination policies for reasons of: ☐ Academic performance misconduct ☐ Ethical misconduct	○ 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 beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard.
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 ethical conduct.	☐ Copy/paste the written policies related to due process for reasons of ethical conduct.	
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 for reasons of student termination from the program.	
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 ethical conduct ☐ Due process for reasons of academic performance ☐ Due process for reasons of ethical conduct ☐ Termination for reasons of academic performance misconduct ☐ Termination for reasons of ethical misconduct	

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)	
h. The program addresses all program options.	☐ Explicitly address each program option.	
Candidate Programs | **AS D4.0.7** is in **Development at Benchmark 1,** reviewed for **Approval at Benchmark 2** and **Compliance at Benchmark 3**		

Student Participation

Accreditation Standard D4.0.8: 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.	☐ **REQUIRED ENCLOSURE:** Submit the Student Handbook in a separate document (Volume 3) of the self-study or benchmark documents. • Students must have equitable and inclusive opportunities for: o Input in the *implicit curriculum* o 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 (i.e., practice doctorate) rather than the school/department-level or institutional level. ☐ Cite the location of each written policy, including:	• **Definitions:** o Articulation o Curriculum o Equity o Explicit Curriculum o Implicit Curriculum o Inclusion o Opportunities • Examples of student opportunities for input and participation in the implicit and explicit curriculum: o Seats/positions on standing or ad hoc committees o Administrative meetings with the student body/union o Town hall or annual program meetings

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ☐ Page numbers (if applicable)	○ 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 videoconferencing, closed captions) of engagement opportunities and events • If applicable, describe how this information is actively articulated to students beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard.
b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.	• Students must have equitable and inclusive opportunities for: ○ Input 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 (i.e., practice doctorate) 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)	
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.	

Candidate Programs |

- **AS D4.0.8** is in **Development at Benchmark 1,** reviewed for **Approval at Benchmark 2** and **Compliance at Benchmark 3**
- The **Student Handbook** is in development at **Benchmark 1** and reviewed for **Approval at Benchmark 2** and **Compliance at Benchmark 3**

Faculty

Accreditation Standard D4.1.1: The practice doctorate program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the practice doctorate program. Inclusive of all program options, all faculty who teach in the program have doctoral degrees and the majority of the faculty also have a master's degree in social work from a CSWE-accredited program and two or more 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 submits Form AS D4.1.1.	☐ **REQUIRED FORM: Form AS D4.1.1 – Faculty Summary Form** ☐ Institutions with CSWE-accredited baccalaureate, master's, and practice doctorate programs only include faculty for the practice doctorate program, not a combined form inclusive of all programs' faculty. ☐ Complete the form by listing each practice doctorate program faculty member, in alphabetical order by last name. ☐ Identify current faculty employed in the practice doctorate program at the time the accreditation document is submitted. ☐ Identify all faculty with full-time, part-time, or partial appointments to the practice doctorate. ☐ Identify practice doctorate program faculty across all program options.	• **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 D4.1.1 – Faculty Summary Form** • Examples: The majority (51% or more) of all faculty who teach in the program have doctoral degrees and the majority of the faculty also have a master's degree in social work from a CSWE-accredited program and two or more years of post-master's social work degree practice experience in social work. ○ 2 out of 2 ○ 3 out of 5 ○ 4 out of 6 • Examples of duties beyond social work include: ○ Chairing a multi-disciplinary department ○ Teaching general education courses

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Faculty information must be consistent on both the required *Form AS D4.1.1* and *Faculty Data Form*s. • Staff, teaching assistants, research assistants, and doctoral students should <u>not</u> be included in this standard unless they are on a faculty line or designated as faculty.	• 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 standards do <u>not</u> address licensing of social work faculty. Such criteria are beyond programmatic accreditation and at the discretion of the program. • Use subheadings to clearly address each component of the standard.
b. The program submits a Faculty Data Form for each full- and part-time practice doctorate program faculty member.	☐ **REQUIRED FORM: Faculty Data Form** ☐ Complete a *Faculty Data Form* for each faculty member that is assigned to the practice doctorate program and include: ☐ Month and year degrees were earned ☐ Start and end dates for all documented post-master's social work degree practice experiences. ☐ Faculty information must be consistent on both the required *Form AS D4.1.1* and *Faculty Data Form*s.	
c. The program identifies the total number of full-time faculty, with full-time appointment in social work, whose principal assignment is to the practice doctorate program.	☐ Explicitly state that the program has no fewer than two (2) full-time faculty who have a: ☐ Full-time appointment to social work or the practice doctorate social work program ☐ Principal assignment to the practice doctorate program level (51% or more of their appointment dedicated to the practice doctorate level) • The remaining 49% or less of their appointment can be dedicated to: o Teaching, administration, research, service, or other faculty workload policy roles in the	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	baccalaureate or master's-level social work programs o 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. ☐ Explicitly state the total number of full-time faculty whose principal assignment (51% or more) is to the practice doctorate program. • 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 can be identified as full-time faculty in response to this standard whether they are on a faculty, administrative, or staff line. • Identified full-time faculty can be any rank or title (e.g., tenured, tenure track, non-tenure track, clinical professor, visiting professor, adjunct). • Full-time administrative support staff who also teach are <u>not</u> considered full-time faculty and <u>cannot</u> be identified as in response to this standard. • Faculty information must be consistent on both the required *Form AS D4.1.1* 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.	
d. The program identifies the number of faculty who teach in the program and affirms that:	☐ Provide the total number of faculty who teach in the practice doctorate program. ☐ Explicitly state whether all faculty who teach in the practice doctorate program have doctoral degrees.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
i. all faculty have doctoral degrees; and ii. the majority of the faculty also have a master's degree in social work from a CSWE-accredited program and two or more years of post-master's social work degree practice experience in social work.	○ It is <u>not</u> required that this be a doctoral degree in social work. ☐ Provide the total number of faculty who teach in the practice doctorate program that have a master's degree in social work from a CSWE-accredited program and two or more years of post-master's social work degree practice experience in social work. ☐ Explicitly state that a majority of faculty who teach in the practice doctorate program have a master's degree in social work from a CSWE-accredited program and two or more years of post-master's social work degree practice experience in social work. • Regarding the master's degree in social work from a CSWE-accredited program, the identified faculty 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), <u>or</u> ○ 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.	
e. The program includes faculty for all program options.	☐ Explicitly state that the reported numbers for faculty include the entire practice doctorate program. • It is <u>not</u> expected that each program option has the minimum number of faculty per this standard.	

Candidate Programs |

- **AS D4.1.1** is reviewed for **Approval at Benchmark 1 & 2** and **Compliance at Benchmark 3**
- *For staff to approve the Benchmark 1 document and enter Pre-candidacy:* Programs must have two (2) full-time principally assigned practice doctorate program faculty formally hired. Their start date* must be no later than:

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

- 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 practice doctorate 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 2 & 3:* Programs must have two (2) full-time principally assigned practice doctorate 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:
  - February BOA Agenda: by August 1st
  - June BOA Agenda: by November 1st
  - October BOA Agenda: by February 1st
  - *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.
  - This is <u>not</u> a requirement for Benchmark 1 nor Benchmark 2.

Accreditation Standard D4.1.2: The practice doctorate program explains how faculty size is sufficient in number to fulfill the following essential program functions: recruitment; enrollment; advising; mentorship; student engagement; retention; curriculum development; teaching; research; scholarship; supervision of student academic product(s); assessment of the core expertise and skills; service on institutional or program committees; program management; program options; course offerings and class sizes sufficient to meet program mission and area(s) of focus; and monitoring and evaluation of student progress.

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 practitioner-scholars to advance practice and innovate at the micro, mezzo, and/or macro levels as well as in higher education and/or professional leadership.
	  ○ The purpose of the ratio is <u>not</u> to serve as a required nor recommended class size.
	  ▪ Class enrollment can be any size.
	☐ Explicitly state that the ratio is current and reflects 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.
	  ▪ Programs define academic year.
	  ○ If accreditation documents are submitted when the program is not operating (e.g., summer), provide the ratio for the next academic year or term.
	☐ Provide one (1) numerical ratio (1 faculty : # of students).
		• **Definitions:**
		  ○ Academic Product
		  ○ Curriculum
		  ○ Faculty
		  ○ Full-time Equivalent (FTE)
		  ○ Mentorship
		  ○ Retention
		• 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).
		  ○ 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.
		  ○ If a faculty member has a 75% (0.75 FTE) practice doctorate teaching appointment and 25% (0.25 FTE) practice doctorate administrative appointment, then they have 100% (1.0 FTE) assigned to the practice doctorate program.
		  ○ If a faculty member has a 50% (0.50 FTE) practice doctorate teaching appointment and 50% (0.50 FTE) master's teaching appointment, then they have 50% (0.50 FTE) assigned to the practice doctorate program and 50% (0.50 FTE) assigned to the master's program.
		  ○ If a faculty member has a 25% (0.25 FTE) practice doctorate teaching appointment, 35% (0.35 FTE) practice doctorate administrative appointment, and 40% (0.40 FTE) master's advising appointment, then they have 60% (0.60 FTE) assigned to the

b. The program describes how this ratio is calculated.	☐ Explain step-by-step how the ratio is calculated.
	☐ Provide the formula.
	  ○ Programs have autonomy to determine the formula.
	  ○ There is no specific formula required by the EPAS or BOA.
	☐ Show the calculation/math.
	  ○ Programs have autonomy to determine the calculation.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ 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. ▪ Part-time faculty is broadly defined and varies across institutions, this may include adjunct, lecturers, or other ranks/titles. ○ Individuals on a faculty line or designated as faculty can be included. ○ Program directors can be included in the ratio whether they are on a faculty, administrative, or staff line. ▪ Program directors [**AS D4.2.4(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, and doctoral students <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.	practice doctorate 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. • 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. • 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.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Students formally admitted to the social work program must be included. o Non-social work students enrolled in social work courses (e.g., interprofessional education, other social sciences) must <u>not</u> be included in the ratio calculation.	
c. The program explains how faculty size is sufficient in number to fulfill the following essential program functions: i. recruitment; ii. enrollment; iii. advising; iv. mentorship; v. student engagement; vi. retention; vii. curriculum development; viii. teaching; ix. research; x. scholarship; xi. supervision of student academic product(s); xii. assessment of the core expertise and skills; xiii. service on institutional or program committees; xiv. program management; xv. program options;	☐ 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. ☐ Explain how faculty size is sufficient in number to fulfill: ☐ Recruitment ☐ Enrollment ☐ Advising ☐ Mentorship ☐ Student engagement ☐ Retention ☐ Curriculum development ☐ Teaching ☐ Research ☐ Scholarship ☐ Supervision of student academic product(s) ☐ Assessment of the core expertise and skills	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
xvi. course offerings sufficient to meet program mission and area(s) of focus; xvii. class sizes sufficient to meet program mission and area(s) of focus; and xviii. monitoring and evaluation of student progress.	☐ Service on institutional or program committees ☐ Program management ☐ Program options ☐ Course offerings sufficient to meet program mission and area(s) of focus ☐ Class sizes sufficient to meet program mission and area(s) of focus ☐ Monitoring and evaluation of student progress	
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, calculations, and ratios for each program option. • Do <u>not</u> provide multiple ratios.	
Candidate Programs | AS D4.1.2 is in **Development at Benchmark 1& 2** and reviewed for **Compliance at Benchmark 3**		

Administrative and Governance Structure

Accreditation Standard D4.2.1: 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 <u>not</u> 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: o Program-level (i.e., practice doctorate) o Department- or school-level o Multi-disciplinary units • Prompts:
b. The program describes how it has the necessary	☐ Discuss the program's autonomy. o "Autonomy" is a relative term defined by the program.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
autonomy to achieve its mission. c. The program addresses all program options.	☐ 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. ☐ Explicitly address each program option.	○ 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 D4.2.1** is in **Development at Benchmark 1 & 2** and reviewed for **Compliance at Benchmark 3**		

Accreditation Standard D4.2.2: The social work faculty has responsibility for defining program curriculum consistent with the *2025 Accreditation Standards for Practice Doctorate Programs*.

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 *2025 Accreditation Standards for Practice Doctorate Programs*.	☐ 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 2025 Accreditation Standards for Practice Doctorate Social Work Programs.	• **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 2025 Accreditation Standards for Practice Doctorate Social Work Programs? • Use subheadings to clearly address each component of the standard.
b. The program addresses all program options.	☐ Explicitly address each program option.	
Candidate Programs | **AS D4.2.2** is in **Development at Benchmark 1& 2** and reviewed for **Compliance at Benchmark 3**		

Accreditation Standard D4.2.3: 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 ☐ Describe how social work faculty participate in *implementing* policies and/or practices that govern the faculty personnel processes: ☐ At the program-level	• **Definitions:** ○ Equity ○ Faculty ○ Inclusion ○ Retention • *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:

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Within the larger institution • Personnel refers to faculty and administrators, <u>not</u> professional staff employed by administrators.	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 D4.2.3 is in **Development at Benchmark 1& 2** and reviewed for **Compliance at Benchmark 3**		

Program Director

Accreditation Standard D4.2.4(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 both a practice doctorate program and another CSWE-accredited or candidate social work program have separate directors 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 D4.2.4(a-c)**. ○ *Exception:* Collaborative programs may identify either one single program director representing all institutions; or one program director per institution. • The program director 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 D4.2.4(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.
b. The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer.	☐ Documentation must include: ☐ A memo on letterhead, contract, or hiring letter. ☐ Explicitly state the program director has a full-time appointment to the social work program they administer, or social work overall.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Explicitly state that the program director has at least 51% of their appointment solely dedicated to the practice doctorate program. ☐ 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.	
c. Institutions with both a practice doctorate program and another CSWE-accredited or candidate social work program identify the separate directors appointed to each program.	• Institutions with CSWE-accredited or candidate, baccalaureate, master's, or practice doctorate social work programs, cannot identify one individual to fulfill the program director role of multiple 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.	

Candidate Programs | AS D4.2.4(a) is reviewed for **Approval at Benchmark 1 & 2** and reviewed for **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 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.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
• *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.		

Accreditation Standard D4.2.4(b): The practice doctorate program director has a doctoral degree in social work, a master's degree in social work from a CSWE accredited program, and two or more years of post-master's social work degree practice experience in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
The program attests that the program director has: i. a doctoral degree in social work; ii. a master's degree in social work from a CSWE-accredited program; and iii. two or more years of post-master's social work degree practice experience in social work.	☐ Explicitly state that the program director has a doctoral degree in social work. • Practice doctorate (e.g., DSW) or PhD in social work or an equivalent degree title (i.e., social welfare, social administration) is acceptable. ☐ Identify the doctoral program and degree title information copied from the program director's faculty data form. ☐ Explicitly state that the program director has a master's degree in social work from a CSWE-accredited program. ☐ Identify the master's program and degree title information copied from the program director's faculty data form. • 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	• **Definitions:** ○ Curriculum ○ Degree from CSWE-Accredited Master's Program ○ Post-Social Work Degree Practice Experience • Prompts for describing the program director's leadership ability: ○ Teaching ○ Scholarship ○ Curriculum development ○ Administrative experience ○ Relevant academic experience ○ Relevant professional activities in social work • 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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	○ 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. ☐ Explicitly state that the program director has at least two (2) years post-master's social work degree practice experience in social work. ☐ Provide the post-master's social work degree practice experience in social work copied from the program director's faculty data form.	waiver approval letter in accreditation documents. • Use subheadings to clearly address each component of the standard.
b. The program describes the program director's ability to provide leadership to the practice doctorate program.	☐ In narrative format, describe the program director's ability to provide leadership to the practice doctorate program, inclusive of all program options.	
Candidate Programs | **AS D4.2.4(b)** is reviewed for **Approval at Benchmark 1& 2** and reviewed for **Compliance at Benchmark 3**		

Accreditation Standard D4.2.4(c): The practice doctorate program director has sufficient assigned time for administrative oversight of the practice doctorate program, inclusive of all program options. It is customary for the program director to have at minimum 50% assigned time to administer the practice doctorate 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 D4.2.4(a-c)**. ○ *Exception:* Collaborative programs may identify either one single program director representing all institutions; or one program director per	• 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?

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	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. • Program directors can cross-teach or have other workload policy-related responsibilities in the baccalaureate or master's social work program(s), or outside of social work.	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 • Consider listing the program director's administrative duties to demonstrate sufficiency. o The BOA and accreditation standards do <u>not</u> identify which administrative tasks are acceptable for program 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 o Engagement o Retention o Monitoring and evaluating student progression toward competence
b. The program describes the procedures for calculating the program director's assigned time to administer the practice doctorate social work program.	☐ Explicitly state that the assigned time calculation is inclusive of all program options. ☐ Provide the procedures for calculating the program director's assigned time to administer the practice doctorate social work program. ☐ Show the mathematical calculation to determine the program director's assigned time to administer the practice doctorate social work 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 program director's assigned time, including identifying if the overload appointment is temporary or permanent.	○ 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, area(s) of focus, and core expertise and skills outcomes ○ Class sizes sufficient to meet program mission, area(s) of focus, and core expertise and skills 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 academic products/process ○ Mentorship of students ○ Assessment of core expertise and skills outcomes ○ 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
c. The program provides the program director's percentage of assigned time to administer the practice doctorate program.	☐ Document a specific numerical percentage (#%).	
d. The program explains how this time is sufficient to administer the practice doctorate program, inclusive of 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. ☐ Discuss sufficiency of the program director's assigned time to administer all program options. ☐ Explicitly address each program option.	

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

		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 D4.2.4(c)** is reviewed for **Approval at Benchmark 1& 2** and reviewed for **Compliance at Benchmark 3**		

Resources

Accreditation Standard D4.3.1: 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
		  ○ Process
		  ○ Student Financial Aid
		  ○ Technological Resources
		• **SAMPLE: Form AS D4.3.1 – Budget Form**
		• *Budget development* process may include:
		  ○ Timeline and frequency (e.g., each spring term)

i. achieve its mission, and	☐ Describe how the following processes support achievement of the program's mission: ☐ Budget development	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ 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 D4.3.1 for the practice doctorate program.	☐ **REQUIRED FORM:** **Form AS D4.3.1 – Budget Form** • Institutions with CSWE-accredited or candidate, baccalaureate, master's, or practice doctorate social work programs only include the budget for the program under accreditation review, not a combined *Form AS D4.3.1 - Budget Form* inclusive of multiple programs' budget expenses. o Institutional, college, school, or department-level budgets are unacceptable. • Do not include line items on the *Form AS D4.3.1 - 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*.	o Administrators and faculty involved (e.g., program director, chair, dean, chief financial officer, provost, board of trustees) o Approval process • *Budget administration* process may include: o Implementing o Monitoring o Evaluating o Adjusting • Consider collaborating with institutional, school, or department-level finance personnel to complete separate budget forms for the practice doctorate program. • Include all program expenses or monies spent to operate the program. • Example sufficiency statements: o "The program verifies its financial resources are sufficient presently." o "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.
c. The program explains how its financial resources are sufficient to achieve its mission and continuously improve the program.	☐ Describe the program's financial resources. ☐ 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.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Describe whether financial resources are sufficient or insufficient. ☐ Discuss financial sufficiency over the three-year span covered by the *Form AS D4.3.1 - 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	
d. The program addresses all program options.	☐ Explicitly address each program option. ○ The required form must include budgetary information inclusive of all program options. ○ Do not submit separate budget forms for each program option.	
Candidate Programs | AS D4.3.1 is reviewed for **Approval at Benchmark 1** and **Compliance at Benchmark 3**		

Accreditation Standard D4.3.2: 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.	☐ Describe the program's support staff. ☐ Description must be specific to the practice doctorate 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.
b. The program explains how its support staff is	☐ Make an explicit statement/professional judgment about the current sufficiency of the program's support staff.	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
sufficient to carry out its educational activities and achieve its mission.	☐ If resources are insufficient, address this in the narrative. ☐ Describe how support staff are sufficient or insufficient to carry out its educational activities and achieve its mission.	
c. The program addresses all program options.	☐ Explicitly address each program option.	
Candidate Programs | **AS D4.3.2** is **Development at Benchmark 1,** reviewed for **Approval at Benchmark 2,** and **Compliance at Benchmark 3**		

Accreditation Standard D4.3.3: 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 D4.3.3 to demonstrate access to social work and other informational and educational resources.	☐ **REQUIRED FORM:** AS D4.3.3 – 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.

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.	
Candidate Programs | **AS D4.3.3** is **Development at Benchmark 1,** reviewed for **Approval at Benchmark 2,** and **Compliance at Benchmark 3**		

Accreditation Standard D4.3.4: 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 practice doctorate level 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 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.

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.	

b. The program explains how 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.	

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

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
Candidate Programs | **AS D4.3.4** is reviewed for **Approval at Benchmark 1** and **Compliance at Benchmark 3**		

Accreditation Standard D4.3.5: The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, which 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 which reduce barriers while optimizing accessibility and equity for all its students, including:	☐ Description must be specific to the practice doctorate level rather than the school/department-level or institutional-level.	• **Definition:** Equity
		• Examples of supportive technology:
		  ○ Books on braille
		  ○ Audiobooks
		  ○ Screen reader technology
		• Examples of student services:
		  ○ Accommodations
		  ○ Counseling and referral services
		  ○ Financial aid services
		  ○ Health services
		• Examples of physical spaces:
		  ○ Classrooms
		  ○ Student workspaces
		  ○ Faculty offices
		  ○ 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:
		  ○ If physical space is applicable: "The program presently has sufficient resources and supports, including supportive technology, student services, and physical spaces that reduce

i. supportive technology,	☐ Describe the program's supportive technology. ☐ Provide two (2) or more examples. ☐ Discuss how students gain access to supportive technology.	
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.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Programs with in-person program options must address accessibility of its physical spaces.	barriers while optimizing accessibility and equity for all its students." ○ 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." ○ "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.
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) ☐ If any resources are insufficient, address this in the narrative.	
c. The program addresses all program options.	☐ Explicitly address each program option.	
Candidate Programs | AS D4.3.5 is reviewed for **Approval at Benchmark 1** and **Compliance at Benchmark 3**		

Assessment

Assessment is an integral component of practitioner-scholar education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student performance through demonstration of the core expertise and skills; anti-racism, diversity, equity, inclusion (ADEI); program outcomes; and student feedback. Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Given that social work practice and scholarship are complex and multidimensional, the assessment methods used by practice doctorate programs and the data collected may vary by context. Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from assessment continuously inform and promote change in the explicit curriculum, the implicit curriculum, and student experience of the practice doctorate program.

Core Expertise and Skills Assessment

Accreditation Standard D5.0.1(a): The program has a systematic plan for ongoing assessment of student achievement of the core expertise and skills (and any additional core expertise and skills added by the program) for each area of focus. The program assesses each core expertise and skill, using at least two instruments. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each core expertise and skills are determined by the program. Student core expertise and skills must be assessed by program faculty.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 5.0.1(a).	☐ **REQUIRED FORM: Form AS D5.0.1(a) – Student Achievement Assessment Plan** ☐ If a program elects to add additional expertise and skills, they must be assessed and included in the assessment plan. • Assess all students, sampling students is not permitted.	• **Definitions:** ○ Academic Product ○ Benchmark ○ Process ○ Student Learning Outcomes • **SAMPLE: Form AS D5.0.1(a) – Student Achievement Assessment Plan** • *Focus of this standard*: Is the curriculum effective at developing practitioner-scholars with substantive expertise and skills in their area of focus? • 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). ○ *Core Expertise and Skill:* The percentage of students the program wants to achieve the minimum acceptable scores on all identified instruments (e.g., 90% of students will meet core expertise and skill 1, inclusive of all instruments [4 out of 5 on their academic product instrument and 12 out of 15 correct on the exam questions related to core expertise and skill 1]).
b. The plan includes: **i.** a description of at least two instruments that assess each core expertise and skill (and any additional core expertise and skills added by the program). At least one of the assessment instruments is based on student demonstration of	☐ For each area of focus, assess each core expertise and skill twice minimally. ☐ At least two (2) instruments must assess each core expertise and skill as written in the 2025 standards. ○ Programs have the autonomy to select their two (2) instruments. ○ Programs are responsible for ensuring that their chosen instruments fulfill the requirements of the 2025 standards. ○ The BOA does not endorse third-party, commercial, standardized, or customized assessment instruments and packages. Although the BOA does not prohibit the use of these commercial packages, it is the responsibility of programs to use assessment plans with	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
core expertise and skills through the process of the student developing the required academic product(s);	assessment instruments that are compliant with the 2025 standards. ☐ Two (2) selected instruments must include: ☐ One (1) instrument to assess each core expertise and skill via student demonstration through the process of the student developing the required academic product(s). ☐ One (1) instrument to assess each core expertise and skill elsewhere the program chooses. ☐ Programs must use two (2) distinct/unique instruments to assess each core expertise and skill. o It is insufficient to only use one instrument to assess the student at two points in time (e.g., a mid-term and final). o Both instruments may be related to the development of the required academic product(s), yet each must be distinct. o Cannot include "Not Applicable (N/A)" or "No Opportunity (N/O)" categories on the rating scale. ▪ Students must have opportunities to demonstrate each core expertise and skill per **AS D3.0.1**.	• The intent and purpose of the *Student Achievement Assessment Plan* [**AS D5.0.1(a)**] is different than the curriculum matrix: o The *Student Achievement Assessment Plan* details how the program is assessing student learning outcomes. ▪ Student Achievement Assessment Plan = demonstrating/assessing practitioner-scholars to advance practice and innovate at the micro, mezzo, and/or macro levels as well as in higher education and/or professional leadership o The curriculum matrix is a snapshot featuring specific required course content strongly relating to each core expertise and skill that all students are learning in the classroom. ▪ Curriculum Matrix = guaranteeing/delivering consistent content o It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded instrument model. • Programs may elect a formative and/or summative assessment approach. o *Formative:* Assess student development of core expertise and skill throughout the duration of the program (e.g., each term). o *Summative:* Assess student achievement of core expertise and skills in the final year or term of the program. • The following instruments may be used for internal quality assurance purposes, yet should not be included
ii. how each instrument is implemented;	☐ Explain how each instrument is implemented (e.g., academic product rubric, capstone showcase presentation, exam, portfolio).	
iii. when each core expertise and skill is assessed;	☐ Programs select the data collection points. ☐ Describe when within the educational program each core expertise and skill is assessed.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
iv. by whom each core expertise and skill is assessed;	☐ Identify who assesses each core expertise and skill. ○ Only faculty can assess student demonstration of core expertise and skills for accreditation purposes. ○ Student self-assessment instruments are <u>not</u> permitted.	in the assessment plan nor submitted in accreditation documents for compliance purposes: ○ Student self-assessments ○ Assessment of students by any other non-faculty (e.g., staff, community members/local social workers) • Example instruments: ○ Academic product rubric ○ Course-embedded instruments (e.g., key or signature assignments) ○ End-of-year exams ○ Comprehensive exit exams ○ Capstone assignments (e.g., papers, presentations) ○ Portfolios • Prompts for when each core expertise and skill is assessed: ○ In which course(s) is the instrument disseminated? ○ 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 criteria: ○ What exactly must the student demonstrate/show the assessor? What must be observed by the assessor? ○ What earns a high score, middle score, or low score? • *Cascade effect:* When **AS D5.0.1(a)** is cited by the BOA, **AS D5.0.1(b)**, **AS D5.0.1(c)**, and **AS D5.0.1(d)** are frequently cited due to the integration of these standards.
v. an explanation of the expected level of student achievement, including: • the expected level of achievement of each core expertise and skill for each instrument; • how the program calculates student achievement for each instrument; and • how the program calculates student achievement for each core expertise and skill, including all instruments used; and	☐ Identify the expected level of achievement for: ☐ Each core expertise and skill ▪ This may differ per core expertise and skill. ☐ Each instrument ☐ Describe how student achievement is calculated for each instrument. ☐ Describe how student achievement is calculated for each core expertise and skill, 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 core expertise and skill. ○ Course-embedded assignment grades are <u>not</u> permitted to assess multiple core expertise and skill as distinct outcomes for each unique core expertise and skill <u>cannot</u> be analyzed.	
vi. copies of all instruments used to assess the core	• Assessment must be conducted consistently for all students via the same instruments and rubrics.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
expertise and skills (and any additional core expertise and skills 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, <u>not</u> in appendices or other volumes of accreditation documents. ☐ Instruments must include specific core expertise and skill-based assessment criteria (e.g., rubric line items). ☐ Instruments assessing more than one (1) core expertise and skill must have distinct criteria to uniquely assess each core expertise and skill. ☐ **For academic products:** ☐ Provide a copy of the academic product description and instructions. ▪ Typically located in a syllabus or separate document explaining the purpose, parameters, components, and requirements of the academic product. ☐ 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 core expertise and skill-based criterion demonstrated by completing the academic product components. ☐ Do <u>not</u> include items that do not directly assess the core expertise and skill (e.g., APA formatting, timely submission, grammar). ☐ On the rubric, label each line item indicating the core expertise and skill assessed via that line item. ☐ **For course-embedded instruments:**	• Use subheadings to clearly address each component of the standard.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ 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 core expertise and skill-based criterion demonstrated by completing the assignment components. ☐ Do <u>not</u> include items that do not directly assess the core expertise and skill (e.g., APA formatting, timely submission, grammar). ☐ On the rubric, label each line item indicating the core expertise and skill assessed via that line item. ☐ **For group project instructions:** ☐ Identify one (1) or more project components for faculty to assess each individual student. ☐ **For exam instructions:** ☐ Delineate which questions assess each core expertise and skill. ☐ Submit an answer key. ☐ **For portfolio instructions:**	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Provide a copy of the assignment for the overall portfolio, not 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 outcomes at the practice doctorate level. ▪ 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 core expertise and skill-based criteria for assessment.	
c. The program addresses all program options.	☐ Explicitly address each program option. o Programs may elect to use the same or different assessment plans per each program option.	
Candidate Programs | AS D5.0.1(a) is reviewed in **Development at Benchmark 1, Approval at Benchmark 2,** and **Compliance at Benchmark 3**		

Accreditation Standard D5.0.1(b): The program has a method of analyzing outcomes for the core expertise and skills (and any additional core expertise and skills added by the program) in its assessment plan.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS D5.0.1(b) to provide its most recent year	☐ **REQUIRED FORM: Form AS D5.0.1(b) – Student Achievement Assessment Outcomes**	• **Definitions:** Benchmark

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
of outcomes from its assessment plan submitted in Accreditation Standard D5.0.1(a).	☐ Provide the most recent set of outcomes/data from the assessment plan submitted in **AS 5.0.1(a)** for each area of focus. ☐ 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. ☐ 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 from CCNE, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Amended 2018)]. ☐ The program must note any exclusions in the calculation explanation.	• **SAMPLE: Form AS D5.0.1(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). ○ *Core Expertise and Skill:* The percentage of students the program wants to achieve the minimum acceptable scores on all identified instruments (e.g., 90% of students will meet core expertise and skills 1, inclusive of all instruments [4 out of 5 on their academic product instrument and 12 out of 15 correct on the exam questions related to core expertise and skills 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 practitioner-scholar outcomes. ○ Only students enrolled in the social work program and preparing to advance social work practice must be assessed and 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 by any other non-faculty (e.g., staff, community members/local social workers)

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Provide a brief explanation when number of students assessed (i.e., n=#) varies between instruments. • Programs are not 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 expected levels of achievement is considered achievement of that core expertise and skill. ☐ When expected levels of achievement are not met, discuss the plan to make data-informed changes in response to **AS D5.0.1(c)**. ☐ Programs present multiple levels of data: ☐ Actual outcomes for each core expertise and skill for each instrument ☐ Actual outcomes for each core expertise and skill, aggregated to include all instruments ☐ Program option-level data for each program option ☐ Data aggregated to include all program options	• 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 (more than 50%) of their social work curriculum. • *Cascade effect:* When **AS D5.0.1(b)** is cited by the BOA, **AS D5.0.1(a)**, **AS D5.0.1(c)**, and **AS D5.0.1(d)** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard.
b. The program provides its calculations for student achievement of the core expertise and skills (and any additional core expertise and skills added by the program), including all instruments.	☐ Explain the formula in *Form AS D5.0.1(b)*. ☐ Show the calculation in *Form AS D5.0.1(b)*. • 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.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program provides its outcomes in relation to its expected level of student achievement for each core expertise and skill.	☐ Present data in percentages (%) in *Form AS D5.0.1(b)*. o Do <u>not</u> present data in averages/means (i.e., average percentage of students attaining each core expertise and skill). o Means can skew data due to outliers. o Data must be presented as the percentage of students attaining the program's expected level of achievement. o The percentage of students attaining the program's expected level of achievement for the core skill and expertise is inclusive of all identified instruments for that core skill and expertise (e.g., Instrument 1 + Instrument 2/2 = Total % of Students Achievement). • 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 have data/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.	
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.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ 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 (more than 50%) of the social work curriculum.	
Candidate Programs | **AS D5.0.1(b)** is reviewed in **Development at Benchmark 1 & Benchmark 2,** and **Compliance at Benchmark 3**		

Accreditation Standard D5.0.1(c): The program has a process to formally review its assessment plan and outcomes related to student achievement of the core expertise and skills (and any additional core expertise and skills 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 core expertise and skills (and any additional core expertise and skills added by the program).	☐ Describe the process used to formally review the: ☐ Assessment plan **[AS D5.0.1(a)]** ☐ Core expertise and kills-based student learning outcomes/data **[AS D5.0.1(b)]**	• **Definitions:** ○ Benchmark ○ Curriculum ○ Explicit Curriculum ○ Process • 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 outcomes, presented in Accreditation Standard D5.0.1(b), with clear links to the data.	• Programs are not required to meet their expected levels of achievement. ☐ When expected levels of achievement are met, discuss data-informed changes made or provide a rationale and the implications for ongoing program renewal. ☐ When expected levels of achievement are not met, discuss data-informed changes made.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ Discuss two (2) or more aspects of the explicit curriculum that required further development and were changed to improve student outcomes. ☐ Cite the specific data to explicitly link to the assessment outcomes/findings. ▪ Changes can be minor or major. ▪ Changes must reflect active and intentional progress toward improving achievement. ▪ 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.	○ 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 reflections, etc. ○ How is the program using data to make enhancements to the curriculum and improve practitioner-scholar 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
c. The program addresses all program options.	☐ Explicitly address each program option.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		○ 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 [core expertise and skill #] as only [%] of students attained core expertise and skills 1 compared to the [%] expected level of achievement as desired. ○ *Example:* The program made a modification to the project proposal assignment in SW 805: Implementation Science & Capstone Seminar 1, requiring students to identify a topic for their capstone project, craft a plan for IRB approval (if needed), and establish a workplace or community-based contact to implement the project, after the data revealed that only 82% of students met the expected levels of achievement (90%). • Example 2 of verbiage for a specific change: While all student learning outcomes were met, data revealed [specific need/opportunity] relating to [CES #] due to [specific data or %]. Therefore, we are engaging in continuous quality improvement by [insert concrete change]. ○ While all student learning outcomes were met, data revealed the course-embedded assignment in DSW1680: Implementation Science, relating to CES#1, presents an opportunity to enhance instrument effectiveness; due to 96% achieving the benchmark. Therefore, we are engaging in continuous quality improvement by developing further detailed assignment prompts and corresponding rubric line items/criteria. The program director and full-time faculty will meet to refine the assignment and rubric, then track outcomes to measure impact thereafter.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		• *Cascade effect:* When **AS D5.0.1(c)** is cited by the BOA, **AS D5.0.1(a)**, **AS D5.0.1(b)**, and **AS D5.0.1(d)** are frequently cited due to the integration of these standards. • Use subheadings to clearly address each component of the standard.
Candidate Programs | • **AS D5.0.1(c) compliance statements "a & c"** are reviewed in **Development at Benchmark 1, Approval at Benchmark 2,** and **Compliance at Benchmark 3** • **AS D5.0.1(c), compliance statement "b"** is reviewed in **Development at Benchmark at 2,** and **Compliance at Benchmark 3**		

Accreditation Standard D5.0.1(d): The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS D5.0.1(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 D5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.	☐ **REQUIRED FORM: Form AS D5.0.1(d)** • On the forms, N = number of students assessed/enrolled in each program option. ☐ Input the current assessment plan and outcomes into the form per **AS D5.0.1(a)** that aligns with the data presented in **AS D5.0.1(b)** for each area of focus. ☐ Input the most recent set of outcomes/data into the form per **AS D5.0.1(b)** that aligns with the plan presented in **AS D5.0.1(a)** for each area of focus. ☐ 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.	• **Definitions:** Benchmark • **SAMPLE: Form AS D5.0.1(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: 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 practitioner-scholar outcomes. o Only students enrolled in the social work program and preparing to advance social work

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 D5.0.1(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 each core expertise and skill). ○ 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 program's expected level of achievement for each core skill and expertise is inclusive of all identified instruments for that core skill and expertise (e.g., Instrument 1 + Instrument 2/2 = Total % of Students Achievement). ☐ Present all data by the BOA's final decision phase.	practice must be assessed and 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 outcomes by any other non-faculty (e.g., staff, community members/local social workers) • *Example of calculating 2-years for posting Form AS D5.0.1(d):* If a program posted data from Fall 2024 and Spring 2025 in September 2025, then the program would be due to post data again at the end of Spring 2027. • 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). ○ 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 (more than 50%) of their social work curriculum. • *Cascade effect:* When **AS D5.0.1(d)** is cited by the BOA, **AS D5.0.1(a)**, **AS D5.0.1(b)**, and **AS D5.0.1(c)** 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
	○ 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 have data/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 D5.0.1(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 D5.0.1(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 if under review by the BOA. ☐ Identify the frequency at which the program updates and posts *AS D5.0.1(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.	
Candidate Programs | **AS D5.0.1(d)** is reviewed in **Development at Benchmark 1 & Benchmark 2,** and **Compliance at Benchmark 3**		

ADEI Assessment

Accreditation Standard D5.0.2(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 D2.0.2***.	☐ 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	• **Definitions:** ○ Anti-oppression ○ Anti-racism ○ Diversity ○ Equity ○ Implicit Curriculum ○ Inclusion ○ Intersectionality

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	learning experience and the program's context or environment. ☐ 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. • This and all references to legislation refer to all laws, rules, statues, or mandates related to the enacted legislation. ☐ Identify at least one (1) ADEI implicit curriculum effort reported in response to **AS D2.0.2** 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 D2.0.2**; and o The questions/items on the instrument relate to ADEI efforts within the broader learning environment (i.e., beyond the explicit curriculum, class, core expertise and skills, academic products).	• *Focus of this standard:* ADEI implicit curriculum (learning environment) efforts beyond the formal curriculum design/offerings. • Do not discuss the explicit curriculum (e.g., coursework, core expertise and skills, academic product(s), 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 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 practice doctorate program level 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	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	☐ 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 to evaluate, rate, or rank implicit curriculum ADEI efforts are permitted. o Student self-assessment of core expertise and skills is <u>not</u> permitted. • Sampling is permitted. • Assessing different ADEI efforts related to the implicit curriculum annually is permitted. • For policy analyses: o Program personnel (e.g., program director, administrators) may be identified as stakeholder(s) and/or stakeholder group(s) providing feedback. o In such cases, one individual cannot be sole assessor providing feedback.	
c. The program explains its data collection procedures.	☐ Identify 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 D5.0.2(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.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
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.	
Candidate Programs | AS D5.0.2(a) is reviewed in **Development at Benchmark 1,** for **Approval at Benchmark 2,** and **Compliance at Benchmark 3**		

Accreditation Standard D5.0.2(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 D5.0.2(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?
b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard D5.0.2(a).	☐ Describe the process used to formally review the ADEI assessment plan presented in **AS D5.0.2(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	• Changes made must be at the practice doctorate level 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.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
D5.0.2(a), with clear links to the data.	☐ 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.	○ 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 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 ○ 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 D2.0.2 • *For multiple program options:* When students enroll in courses across multiple program options, delineate data
e. The program addresses all program options.	☐ Explicitly address each program option. ☐ 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 (more than 50%) of the social work curriculum.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
		by the program option where each student receives the majority (more than 50%) of their social work curriculum.
Candidate Programs | **AS D5.0.2(b)** is reviewed in **Development at Benchmark 1 & Benchmark 2,** and **Compliance at Benchmark 3**		

Program Outcomes

Accreditation Standard D5.0.3: The program monitors its program outcomes through retention rates and time to program completion. The annual collection period and benchmarks for retention rates and time to program completion are determined by the program.

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

a. The program submits Form AS D5.0.3.	☐ **REQUIRED FORM: Form AS D5.0.3 – Program Outcomes Assessment**	• **Definitions:**
		  ○ Benchmark
		  ○ Program Outcomes
		  ○ Rationale
		  ○ Retention
		  ○ Time to Program Completion
		• **SAMPLE: Form AS D5.0.3 – Program Outcomes Assessment**
		• *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

b. The program provides the program-determined benchmark for its retention rates and time to program completion.	• Every program must monitor retention rates and time to program completion.
	☐ Benchmarks are included *in Form AS D5.0.3.*
	• 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.	

c. The program provides the benchmark rationale for its retention rates and time to program completion.	☐ Provide the program's benchmark rationale for:
	  ☐ Retention rates; *and*
	  ☐ Time to program completion.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	• If benchmarks differ by program option, provide a rationale for each program outcome for each program option.	majority (more than 50%) of their social work curriculum. • What process or mechanism is employed to formally review the program outcomes and make data-informed decisions to continuously improve retention rates and time to program completion? o How do decision-makers determine the meaning of the data and implications of the findings? o How are decisions made to modify the program based on the data? o How are decisions made to renew effective elements of the program? o 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. o How is the program using data to make changes to retention rates and time to program completion?
d. The program explains how it calculates its retention rates and time to program completion.	☐ Describe the calculation/formula for: ☐ Retention rates; *and* ☐ Time to program completion. • Programs have autonomy to determine their calculation method/formula. • **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. ▪ The completion time period(s) and the benchmark for completion rates are	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
	determined by the program consistent with the program's mission and context.	
e. The program provides a minimum of the three most recent years of retention rate and time to program completion data.	☐ Data are included in *Form AS D5.0.3.* • The annual collection period is determined by the program and is consistent with the program's mission and context. ☐ At minimum accredited programs provide: o One (1) year of data if submitting an accreditation document in 2025 or 2026. o Two (2) years of data if submitting an accreditation document in 2027 or 2028. o Three (3) years of data if submitting an accreditation document in 2029 and beyond. ☐ At minimum candidate programs provide one (1) year of data. o *For programs under review for an Initial Accreditation decision*: If the program documents they will have data/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.	
f. 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
g. The program explains how these data are used for continuous program improvement and decision making for improving retention rates and time to program completion.	☐ 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).	
Candidate Programs | **AS D5.0.3** is reviewed in **Development at Benchmark 1 & Benchmark 2,** and **Compliance at Benchmark 3**		

Student Feedback

Accreditation Standard D5.0.4(a): The program provides opportunities for current students and graduates to provide feedback on the student experience, including mentorship, leadership development, process of completing the academic product(s), and any additional program components selected by the practice doctorate program.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program explains its feedback plan for current students and graduates, identifying opportunities to provide feedback on the student experience, including: i. mentorship; ii. leadership development; iii. process of completing the academic product(s); and iv. any additional program	☐ Explain the feedback plan identifying opportunities for *current students* to provide feedback on the student experience, including: ☐ Mentorship ☐ Leadership Development ☐ Process of Completing the Academic Product(s) ☐ **Optional:** any additional program components selected by the practice doctorate program ☐ Explain the feedback plan identifying opportunities for *graduates* to provide feedback on the student experience, including: ☐ Mentorship	• **Definitions:** ○ Academic Product ○ Mentorship ○ Opportunities ○ Process • Examples of optional/additional components programs may select to gain current student and/or graduate feedback on: ○ Admission process ○ Financial aid availability/funding opportunities ○ Orientation ○ Onsite residency ○ Faculty evaluation of student progression toward substantive expertise ○ Grievance and due process

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
components selected by the practice doctorate program.	☐ Leadership Development ☐ Process of Completing the Academic Product(s) ☐ **Optional:** any additional program components selected by the practice doctorate program	○ Delivery method (i.e., location and/or online modality) ○ Workload ○ Curriculum offerings ○ Capstone and/or dissertation experience ○ User-friendliness of program platforms (e.g., learning management system) ○ Program culture/climate in the classroom and beyond ○ Class and/or cohort sizes ○ Class and/or cohort strengths and/or areas for growth ○ Accessibility of policies and procedures ○ Program leadership ○ Avenues for student input/voice ○ Advisement ○ Research and/or scholarship opportunities ○ Opportunities for service on institutional or program committees ○ Supervision of the academic product ○ Opportunities to showcase or disseminate knowledge, academic product, and/or portfolio ○ Opportunities for professional development funding or professional membership/conferencing support ○ Core expertise and skills assessment process ○ Preparedness for post-degree employment and/or licensure ○ Identity as a practitioner-scholar
b. The program explains its data collection procedures, including how each feedback opportunity is implemented, when each feedback opportunity occurs, and by whom feedback is collected.	☐ For each feedback opportunity explain the data collection procedures, including: ☐ Identify the feedback opportunity ☐ Identify stakeholder asked for feedback (i.e., current students or graduates) ☐ How is each feedback opportunity implemented ☐ When each feedback opportunity occurs ☐ By whom feedback is collected	
c. The program provides copies of all instruments used to collect feedback.	☐ For each feedback opportunity, provide copies of all feedback instruments.	
d. The program addresses all program options.	☐ Explicitly address each program option.	
Candidate Programs | AS D5.0.4(a) is reviewed in **Development at Benchmark 1, Approval at Benchmark 2,** and **Compliance at Benchmark 3**		

Accreditation Standard D5.0.4(b): The program has a process to formally review its current student and graduate feedback. The program makes specific changes to the student experience based on its feedback, with clear links to findings.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program presents its feedback findings from the most recent year.	☐ Present the program's findings from the plan presented in **AS D5.0.4(a)** for the most recent year: ☐ *Current Students* ☐ Mentorship ☐ Leadership Development ☐ Process of Completing the Academic Product(s) ☐ **Optional:** any additional program components selected by the practice doctorate program ☐ *Graduates* ☐ Mentorship ☐ Leadership Development ☐ Process of Completing the Academic Product(s) ☐ **Optional:** any additional program components selected by the practice doctorate program	• **Definitions:** ○ Academic Product ○ Mentorship ○ Process
b. The program describes the processes used to formally review its feedback plan as presented in Accreditation Standard D5.0.4(a).	☐ Describe the process used to formally review the feedback plan as presented in **AS D5.0.4(a)**.	
c. The program describes the processes used to formally review its feedback findings.	☐ Describe the process used to formally review the program's feedback findings.	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
d. The program describes specific changes made to the student experience based on its most recent feedback, presented in Accreditation Standard D5.0.4(a), with clear links to the findings.	• Changes made must be at the practice doctorate level rather than the school/department-level or institutional-level. ☐ Discuss the elements of the student experience 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 student experience 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.	

Candidate Programs |

- **AS D5.0.4(b) compliance statements** "**b & c"** are reviewed in **Development at Benchmark 1, Approval at Benchmark 2,** and **Compliance at Benchmark 3**
- **AS D5.0.4(b) compliance statement "a, d, e"** are reviewed in **Development at Benchmark at 2,** and **Compliance at Benchmark 3**

Glossary

This glossary defines uncommon words within the 2025 Accreditation Standards for Practice Doctorate Social Work Programs. Commonplace words and academic nomenclature may not be defined. In such cases, the BOA accepts commonplace definitions.

Academic Advising

Social work program personnel or other institutional personnel partner with practitioner-scholars to select courses, understand graduation requirements, track degree progression, identify academic goals, explain academic policies, and connect to helpful campus resources or student services. Advisors support practitioner-scholars in making informed decisions about their academic journey, and may include appropriate referral services for student academic success.

Related Standard(s): AS D4.0.5

Academic Product

The academic product(s) demonstrates students' core expertise and skills and contributes to the advancement of social work practice. The program defines its students' academic product(s) and selects the format that best incorporates the requirements of the area(s) of focus and the institution that is awarding the degree.

Related Standard(s): AS D3.0.2; AS D4.1.2; AS D5.0.1(a); AS D5.0.4(a)

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 Standard(s): AS D1.0.1; AS D2.0.1; AS D2.0.2; AS D5.0.2(a); AS D5.0.2(b)

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 Standard(s): AS D2.0.1; AS D2.0.2; AS D5.0.2(a); AS D5.0.2(b)

Articulation

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

Related Standard(s): AS D4.0.2; AS D4.0.3; AS 4.0.4; AS D4.0.5; AS D4.0.6; AS D4.0.7; AS D4.0.8

Benchmark

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

Related Standard(s): AS D5.0.1(a); AS D5.0.1(b); AS D5.0.1(c); AS D5.0.1(d); AS D5.0.3

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 Standard(s): AS D 4.0.3; AS D4.0.4

Curriculum

All planned educational experiences under the direction of the social work program that facilitates student attainment of practitioner-scholars' core expertise and skills.

Related Standard(s): AS D2.0.1; AS D3.0.1; AS D3.0.2; AS D3.0.3; AS D4.0.8; AS D4.1.2; AS D4.2.2; AS D4.2.4(b); AS 5.0.1(c)

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 core expertise and skills attainment within the organization in which it operates.

Related Standard(s): AS D3.0.1

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 Standard(s): AS D4.0.2; AS D4.1.1; D4.2.4(b)

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 Standard(s): AS D 2.0.1; AS D2.0.2; AS D3.0.3; AS D5.0.2(a); AS D5.0.2(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 Standard(s): AS D4.0.7

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 Standard(s): AS D3.0.3

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 Standard(s): AS D2.0.1; AS D2.0.2; AS D3.0.3; AS D4.0.1; AS D4.0.6; AS D4.0.8; AS D4.2.3; AS D4.3.5; AS D5.0.2(a); AS D5.0.2(b)

Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and required academic product(s) for each of its program options. Using a practitioner-scholar perspective, the explicit curriculum prepares students for professional social work practice within an area of focus at the practice doctorate level. The curriculum prepares students for substantive expertise beyond the master's

level in one or more areas of social work practice. The program defines its students' academic product(s) and selects the format that best incorporates the requirements of the area(s) of focus and the institution that is awarding the degree. The academic product(s) demonstrates students' core expertise and skills and contributes to the advancement of practice.

Related Standard(s): AS D2.0.1; AS D3.0.1; AS D3.0.2; AS D3.0.3; AS D4.0.8; AS D5.0.1(c)

Faculty

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

Related Standard(s): AS D3.0.2; AS D4.0.6; AS D4.1.1; AS D4.1.2; AS D4.2.2; AS D4.2.3

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 Standard(s): AS D4.3.1

Full-time Equivalent (FTE)

The institution's calculation of full-time faculty and students. Programs calculate ratios that include full-faculty and full- and part-time students in the full-time equivalency calculation. It is optional to include part-time faculty in the ratio calculation.

Related Standard(s): AS D4.1.2

Hiring Date

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

Related Standard(s): AS D4.1.1

Implicit Curriculum

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

Related Standard(s): AS D2.0.2; AS D4.0.8; AS D5.0.2(a); AS D5.0.2(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 Standard(s): AS D2.0.1; AS D2.0.2; AS D3.0.3; AS D4.0.1; AS D4.0.8; AS D4.2.3; AS D5.0.2(a); AS D5.0.2(b)

Intersectionality

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

Related Standard(s): AS D2.0.1; AS D2.0.2; AS D5.0.2(a); AS D5.0.2(b)

Matrix

A table or chart that maps the social work curriculum content to the core expertise and skills for practitioner-scholars to develop substantive expertise in an area of focus.

Related Standard(s): AS D3.0.1

Mentorship

Practice doctorate program faculty support the individualized professional development of each practitioner-scholar and supervise students' academic product(s).

Related Standard(s): AS D3.0.2; AS D4.0.6; AS D4.1.2; D5.0.4(a); D5.0.4(b)

Opportunities

Possibilities typically documented in procedures/steps.

Related Standard(s): AS D3.0.1; AS D4.0.8; D5.0.4(a)

Policy

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

Related Standard(s): AS D4.0.3; AS D4.0.4; AS D4.0.5; AS D4.0.6; AS D4.0.7

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 Standard(s): AS D4.0.2; AS D4.1.1; AS D4.2.4(b)

Practitioner-scholar

All practice doctorate social work programs use a practitioner-scholar perspective. Practitioner-scholars advance practice and innovate at the micro, mezzo, and/or macro levels as well as in higher education and/or professional leadership. Practitioner-scholars learn the core expertise and skills to develop substantive expertise in an area of focus. Programs may deepen their definition of practitioner-scholar according to their context.

Related Standard(s): AS 4.0.6

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 Standard(s): AS D4.1.1

Process

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

Related Standard(s): AS D4.0.2; AS D4.3.1; AS D5.0.1(a); AS D5.0.1(c); AS D5.0.4(a); AS D5.0.4(b)

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.

Related Standard(s): AS D1.0.2

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 Standard(s): All

Program Outcomes

For CSWE-accredited practice doctorate social work programs, this includes retention rates and time to program completion. Data are reported for each program option and in aggregate, including all program options.

Related Standard(s): AS D5.0.3

Purpose

The purpose of the social work profession is to promote human, community, organizational, and societal well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry and other ways of knowing, 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 in their environments, locally and globally.

Related Standard(s): AS D1.0.1

Rationale

Reasons or logical basis.

Related Standard(s): AS D3.0.1; AS D5.0.3

Readiness

A student's capacity, knowledge, skills, access to a population or organization of interest, and resources including time and fiscal, to be admitted to a rigorous doctoral level degree program.

Related Standard(s): AS D4.0.2

Retention

Incentivizing and reducing barriers to faculty continuing employment with the program/institutions or students continuing learning to completion of the degree program.

Related Standard(s): AS D4.1.2; AS D4.2.3; AS D5.0.3

Start Date

The first day of work/employment.

Related Standard(s): AS D4.1.1; AS D4.2.4(a)

Student Financial Aid

Any student financial support expensed by the social work program that help make education more affordable, which may include scholarships, grants, stipends, work-study, loans, funds.

Related Standard(s): AS D4.3.1

Student Learning Outcomes

The stated core expertise and skills that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

Related Standard(s): AS D5.0.1(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 Standard(s): AS D4.3.4

Technological Resources

Any technology expensed by the social work program, which may include machinery, equipment, platforms, applications.

Related Standard(s): AS D4.3.1

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 Standard(s): AS D4.3.4

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 Standard(s): AS D5.0.3

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.

Related Standard(s): AS D4.0.3

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.

Related Standard(s): AS D1.0.1