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Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs



COUNCIL ON SOCIAL WORK EDUCATION

*Commission on Accreditation
Commission on Educational Policy*

Contents

Introduction	1
EPAS Revision Process	1
Format of the EPAS	2
Competency-Based Education	3
Social Work Competencies	4
Competency 1: Demonstrate Ethical and Professional Behavior	4
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	5
Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice	5
Competency 4: Engage Practice-informed Research and Research-informed Practice	6
Competency 5: Engage in Policy Practice	6
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	7
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	7
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	8
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	8
Program Mission	9
Educational Policy 1.0—Program Mission	9
Accreditation Standard 1.0—Program Mission	9
Anti-Racism, Diversity, Equity, and Inclusion (ADEI)	10
Educational Policy 2.0—Anti-racism, Diversity, Equity, and Inclusion (ADEI)	10
Accreditation Standard 2.0—Anti-racism, Diversity, Equity, and Inclusion (ADEI)	10

Explicit Curriculum	11
Educational Policy 3.0—Explicit Curriculum.....	11
Educational Policy 3.1—Generalist Practice.....	11
Accreditation Standard 3.1—Generalist Practice	12
Educational Policy M3.2—Specialized Practice	12
Accreditation Standard M3.2—Specialized Practice.....	13
Educational Policy 3.3—Signature Pedagogy: Field Education.....	13
Accreditation Standard 3.3—Field Education	14
Implicit Curriculum	18
Educational Policy 4.0—Implicit Curriculum.....	18
Educational Policy 4.1—Student Development	18
Accreditation Standard 4.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation	18
Educational Policy 4.2—Faculty.....	21
Accreditation Standard 4.2—Faculty	21
Educational Policy 4.3—Administrative and Governance Structure.....	22
Accreditation Standard 4.3—Administrative and Governance Structure.....	23
Educational Policy 4.4—Resources.....	26
Accreditation Standard 4.4—Resources	26
Assessment	28
Educational Policy 5.0—Assessment	28
Accreditation Standard 5.0—Assessment.....	29
Appendix: 2022 EPAS Glossary	32

Introduction

Accreditation is a system for recognizing educational institutions and the professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority (CHEA) to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring that the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, the COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of social work education programs in institutions and encourages continuous improvement. These findings are based on the Educational Policy and Accreditation Standards (EPAS) developed by the COA and the Commission on Educational Policy (COEP). Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

CSWE uses the EPAS to accredit baccalaureate and master's-level social work programs. The EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership. Social work educators serve the profession through their teaching, research, scholarship, and service. Social work educators are responsible for ensuring that students are prepared to practice safely, competently, and ethically with all clients, constituents, and the public. Additionally, social work education prepares competent practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies to address inequalities and inequities.


EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the CHEA also requires that accreditors have a process whereby standards are reviewed periodically by the COA. The EPAS review process has taken more than 5 years, and drafts have been issued for public review and comment. The intent of the COA and the COEP is to solicit feedback from as many constituents as possible in as many ways as possible. The COA and the COEP thank the programs, individuals, organizations, and communities of interest that provided feedback on the drafts.

Format of the EPAS

The EPAS describes five features of an integrated curriculum design: program mission and goals; anti-racism, diversity, equity, and inclusion; explicit curriculum; implicit curriculum; and assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational policy describes each curriculum feature. Accreditation standards are derived from the educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate or master's level.

Competency-Based Education

 SWE has adopted a competency-based education framework for its EPAS. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding that social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social Work Competencies

The nine Social Work Competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master's programs extend and enhance the nine Social Work Competencies and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Manage personal and professional value conflicts and affective reactions;

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- Use technology ethically and appropriately to facilitate practice outcomes; and
 - Use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

- Advocate for human rights at the individual and system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

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

Social workers:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage Practice-informed Research and Research-informed Practice

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

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

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting issues and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.

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

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

Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

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

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

Social workers:

- Select and use culturally responsive methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Program Mission

Educational Policy 1.0—Program Mission

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

Purpose

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission

- 1.0.1** The baccalaureate or master's program has a mission statement.
- *The program provides the baccalaureate or master's program mission statement.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 1.0.2** The program's mission statement is consistent with the profession's [purpose](#) and [values](#).
- *The program describes how the program's mission statement is consistent with the profession's purpose and values (Educational Policy 1.0).*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 1.0.3** The program's mission statement is consistent with the [program's context](#).
- *The program describes its context, including a description of its program options.*
 - *The program describes how the program mission statement is consistent with the program's context (Educational Policy 1.0).*
 - *The program addresses all program options and, if applicable, describes any differences.*

Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

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

Social work programs integrate [anti-racism](#), [diversity](#), [equity](#), and [inclusion](#) (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare student 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 curriculum are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues and practicing with historically and currently oppressed populations through an anti-racist lens.

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

- 2.0.1** The program has specific and continuous efforts within the [explicit curriculum](#) related to anti-racism, diversity, equity, and inclusion.
- *The program provides specific examples of its continuous efforts within the explicit curriculum related to ADEI.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 2.0.2** The program has specific and continuous efforts within the [implicit curriculum](#) related to anti-racism, diversity, equity, and inclusion.
- *The program provides specific examples of its continuous efforts within the implicit curriculum related to ADEI.*
 - *The program addresses all program options and, if applicable, describes any differences.*

Explicit Curriculum

Educational Policy 3.0—Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum include anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research. A range of rigorous outcome measures are used to guide the program's continuous curriculum iteration processes.

Educational Policy 3.1—Generalist Practice

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice.

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

Accreditation Standard 3.1—Generalist Practice

- 3.1.1** The program's [generalist practice](#) curriculum rationale integrates the classroom and field and is informed by the professional practice community.
- *The program provides a rationale for its generalist practice curriculum.*
 - *The program describes how its generalist practice curriculum integrates classroom and field.*
 - *The program describes how its generalist practice curriculum is informed by the professional practice community.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 3.1.2** The program's curriculum content implements the nine [Social Work Competencies](#) (and any additional competencies added by the program) to prepare students for generalist practice.
- *The program submits a comprehensive COA Curriculum Matrix Form.*
 - *The program provides a syllabus in Volume 2 for each course listed on the COA Curriculum Matrix Form to illustrate how its curriculum content implements the nine Social Work Competencies (and any additional competencies added by the program) to prepare students for generalist practice.*
 - *The program addresses all program options and, if applicable, describes any differences.*

Educational Policy M3.2—Specialized Practice

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

Accreditation Standard M3.2—Specialized Practice

- M3.2.1** The program has at least one area of [specialized practice](#). For each area of specialized practice, the program extends and enhances the nine [Social Work Competencies](#) (and any additional competencies added by the program).
- *The program provides its area(s) of specialized practice (EP M3.2).*
 - *The program provides its extended and enhanced nine Social Work Competencies (and any additional competencies added by the program) for each area of specialized practice.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- M3.2.2** The program's areas of specialized practice build on elements of [generalist practice](#).
- *The program describes how each area of specialized practice (EP M3.2) builds on the elements of generalist practice (EP M3.1).*
 - *The program addresses all program options and, if applicable, describes any differences.*
- M3.2.3** The program's specialized practice curriculum rationale integrates classroom and field and is informed by the professional practice community.
- *The program describes its rationale for each area of its specialized practice curriculum.*
 - *The program describes how its specialized practice curriculum integrates classroom and field.*
 - *The program describes how its specialized practice curriculum is informed by the professional practice community.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- M3.2.4** The program's curriculum content implements its extended and enhanced nine [Social Work Competencies](#) (and any additional competencies added by the program) to prepare students for specialized practice.
- *The program submits a comprehensive COA Curriculum Matrix Form for each area of specialized practice.*
 - *The program provides a syllabus in Volume 2 for each course listed on the COA Curriculum Matrix Form to illustrate how its curriculum content implements its extended and enhanced nine Social Work Competencies (and any additional competencies added by the program) to prepare students for specialized practice.*
 - *The program addresses all program options and, if applicable, describes any differences.*

Educational Policy 3.3—Signature Pedagogy: Field Education

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

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the Nine Social Work Competencies.

Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

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

Accreditation Standard 3.3—Field Education

3.3.1 The field education program ensures that [generalist practice](#) opportunities are provided to all students to demonstrate social work competencies with individuals, families, groups, organizations, and communities in field settings.

- *The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate social work competencies in field settings with:*
 - *Individuals*
 - *Families*
 - *Groups*
 - *Organizations*
 - *Communities*
- *The program addresses all program options and, if applicable, describes any differences.*

M3.3.2 The field education program ensures that [specialized practice](#) opportunities are provided to students to demonstrate social work competencies at one or more system levels in field settings within each area of specialized practice.

- *The program describes the system level(s) identified for each area of specialized practice.*
- *The program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings.*
- *The program addresses all program options and, if applicable, describes any differences.*

3.3.3 The field education program provides a minimum of 400 [hours](#) of field education for baccalaureate programs and a minimum of 900 [hours](#) for master's programs.

- *The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours for master's programs.*
- *The program describes how its field hour requirement is articulated to students and field personnel.*
- *The program addresses all program options and, if applicable, describes any differences.*

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

- *The program describes the field education program's process for:*
 - *Identifying and approving field education settings*
 - *Orienting field instructors*
 - *Engaging with field instructors*
 - *Engaging with field education settings*
 - *Evaluating field education setting effectiveness*
- *The program describes how these processes are articulated to students and field personnel.*
- *The program addresses all program options and, if applicable, describes any differences.*

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety measures, and evaluating student learning congruent with the social work competencies.

- *The program describes the field education program's process for:*
 - *Orienting students*
 - *Placing students*
 - *Monitoring and supporting student learning*
 - *Implementing student safety measures*
 - *Evaluating student learning congruent with the Social Work Competencies*
- *The program describes how these processes are articulated to students and field personnel.*
- *The program addresses all program options and, if applicable, describes any differences.*

B3.3.6 The program ensures that all baccalaureate students receive field supervision from a person (e.g., agency field instructor, faculty member, community member) who holds a baccalaureate or master's degree in social work from a CSWE-accredited program* and who has two years of [post-social work degree practice experience](#) in social work.

- *The program describes its process for how the field education program ensures that field supervision is provided by a person (e.g., agency field instructor, faculty member, community member) with the required degree and practice experience.*
- *The program describes its process for how the program assumes responsibility for reinforcing a social work perspective when a person with the required degree and practice experience is unavailable.*
- *The program describes how these processes are articulated to students and field personnel.*
- *The program addresses all program options and, if applicable, describes any differences.*

M3.3.6 The program ensures that all master's students receive field supervision from a person (e.g., agency field instructor, faculty member, community member) who holds a master's degree in social work from a CSWE-accredited program* and who has two years of [post-master's social work degree practice experience in social work](#).

- *The program describes its process for how the field education program ensures that field supervision is provided by a person (e.g., agency field instructor, faculty member, community member) with the required degree and practice experience.*
- *The program describes its process for how the program assumes responsibility for reinforcing a social work perspective when a person with the required degree and practice experience is unavailable.*
- *The program describes how these processes are articulated to students and field personnel.*
- *The program addresses all program options and, if applicable, describes any differences.*

*Degrees from a CSWE-accredited program includes degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.

3.3.7

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

- *The program provides its policy related to field placements in an organization in which the student is also employed. If permitted the program's policy includes:*
 - *How the program ensures that student assignments are directly linked to social work competencies and level of practice (generalist or specialized).*
 - *How field education supervision is distinct from employment supervision time, even when provided by the same supervisor.*
 - *How the program assists students with field education continuation (or change) in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.*
- *The program describes how these policies are articulated to students and field personnel.*
- *The program addresses all program options and, if applicable, describes any differences.*

Implicit Curriculum

Educational Policy 4.0—Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development admissions; advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to ADEI. The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

Educational Policy 4.1—Student Development

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

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

Admission

- 4.1.1** The program's admissions policies are equitable and inclusive, with particular attention to underrepresented groups.
- *The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented groups.*
 - *The program addresses all program options and, if applicable, describes any differences.*

B4.1.2 The program has admission policies including criteria for admission, application evaluation, and how the program notifies students of the admission decision, including contingent conditions, if applicable.

- *The program provides its admission policies for the social work program including:*
 - *Criteria for admission*
 - *Evaluation of applications*
 - *Notification of decision*
 - *Notification of any contingent conditions associated with admission, if applicable.*
- *The program describes how these policies are articulated.*
- *The program addresses all program options and, if applicable, describes any differences.*

M4.1.2 The program has admission policies including criteria for admission, application evaluation, and how the program notifies students of the admission decision, including contingent conditions, if applicable. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a [recognized accrediting organization](#).

- *The program provides its admission policies for the social work program, including:*
 - *Criteria for admission, which includes an earned baccalaureate degree from a college or university accredited by a recognized accrediting organization*
 - *Evaluation of applications*
 - *Notification of decision*
 - *Notification of any contingent conditions associated with admission, if applicable*
- *The program describes how these policies are articulated.*
- *The program addresses all program options and, if applicable, describes any differences.*

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

- *The program provides its policy for awarding advanced standing.*
- *The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.*
- *The program describes how these policies are articulated.*
- *The program addresses all program options and, if applicable, describes any differences.*

- 4.1.4** The program has policies for [transfer](#) of social work courses.
- *The program provides its transfer policies for transfer of social work courses.*
 - *The program describes how the policy is articulated.*
 - *The program addresses all program options and, if applicable, describes any differences.*

- 4.1.5** The program does not grant social work course credit for life experience or previous work experience.
- *The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.*
 - *The program describes how this policy is articulated.*
 - *The program addresses all program options and, if applicable, describes any differences.*

Advising, Retention, and Termination

- 4.1.6** The program has policies for academic advising and [professional advising](#).
- *The program provides its policies for academic advising.*
 - *The program provides its policies for professional advising.*
 - *The program describes how these policies are articulated.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 4.1.7** The program has policies and [due process](#) for academic performance, [professional performance](#), and termination from the program.
- *The program provides its policies and due process for academic performance.*
 - *The program provides its policies and due process for professional performance.*
 - *The program provides its policies and due process for termination from the program.*
 - *The program describes how these policies are articulated.*
 - *The program addresses all program options and, if applicable, describes any differences.*

Student Participation

- 4.1.8** The program has policies that ensure [equitable](#) and [inclusive](#) opportunities for student participation in the development and delivery of the implicit and explicit curriculum.
- *The program provides its policies for ensuring equitable and inclusive opportunities for student participation in the development and delivery of the implicit and explicit curriculum.*
 - *The program describes how these policies are articulated.*
 - *The program addresses all program options and, if applicable, describes any differences.*

Educational Policy 4.2—Faculty

Appropriate and qualified faculty representing diverse perspectives are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty model the behavior and values expected of professional social workers in the context of ADEI. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program’s essential functions, which may include recruitment, enrollment, advising, student engagement, retention, curriculum development, teaching, research, scholarship, mentorship, oversight of student research, assessment, service on institutional or program committees, field education support and program management, appropriate class sizes and sufficient course offerings to meet program aims, and monitoring and evaluation of student progress.

Faculty demonstrate sufficient educational qualifications and experience related to the Social Work Competencies and in the areas that are at the core of the program’s mission. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full- or part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

Accreditation Standard 4.2—Faculty

B4.2.1 Inclusive of all program options, the majority of the full-time social work program faculty whose [principal assignment](#) is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program.*

- *The program submits the COA Faculty Summary Table.*
- *The program submits a COA Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.*
- *The program includes faculty for all program options.*

M4.2.1 Inclusive of all program options, the majority of the full-time social work program faculty whose [principal assignment](#) is to the master’s program have a master’s degree in social work from a CSWE-accredited program* and a doctoral degree, preferably in social work.

- *The program submits the COA Faculty Summary Table.*
- *The program submits a COA Faculty Data Form for each full- and part-time master’s social work program faculty member.*
- *The program includes faculty for all program options.*

- 4.2.2** [Faculty](#) who teach social work practice courses have a master's degree in social work from a CSWE-accredited program* and at least 2 years of [post-master's degree practice experience in social work](#).
- *The program identifies their social work practice courses.*
 - *The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.*
 - *The program includes faculty and practice courses for all program options.*
- B4.2.3** Inclusive of all program options, the program has a [full-time equivalent](#) faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate program effectiveness (AS 5.0.3).
- *The program provides their full-time equivalent faculty-to-student ratio.*
 - *The program describes how this ratio is calculated.*
 - *For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating program effectiveness (AS 5.0.3).*
 - *The program's calculation is inclusive of all program options.*
- M4.2.3** Inclusive of all program options, the program has a [full-time equivalent](#) faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate program effectiveness (AS 5.0.3).
- *The program provides their full-time equivalent faculty-to-student ratio.*
 - *The program describes how this ratio is calculated.*
 - *For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating program effectiveness (AS 5.0.3).*
 - *The program's calculation is inclusive of all program options.*

Educational Policy 4.3—Administrative and Governance Structure

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

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

Accreditation Standard 4.3—Administrative and Governance Structure

- 4.3.1** The program has the necessary autonomy to achieve its mission.
- *The program provides an organizational chart of its administrative structure.*
 - *The program describes how it has the necessary autonomy to achieve its mission.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 4.3.2** The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).
- *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 4.3.3** The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and practices for the recruitment and hiring, retention, promotion, and tenure of program personnel.
- *The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and practices for the:*
 - *Recruitment and hiring of program personnel*
 - *Retention of program personnel*
 - *Promotion of program personnel*
 - *Tenure of program personnel*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 4.3.4(a)** The program has a program director** who administers all program options. The program director has a full-time appointment to the social work program they administer. Institutions with accredited baccalaureate and master's have a separate director appointed for each program.
- *The program identifies the program director** who administers all program options.*
 - *The program provides documentation that the program director has a full-time appointment to the baccalaureate or master's social work program.*
 - *If applicable, institutions with both baccalaureate and master's programs identify the separate directors appointed to each program.*

**It is within the program's purview to determine the title that aligns with institutional norms for this position.

B4.3.4(b) The program director** has a master's degree in social work from a CSWE-accredited program_ and has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, or other academic and professional activities in social work.

- *The program attests that the program director** has a master's degree in social work from a CSWE-accredited program_ and has the ability to provide leadership to the social work program through:*
 - *Teaching*
 - *Scholarship*
 - *Curriculum development*
 - *Administrative and/or other relevant academic and professional activities in social work*

M4.3.4(b) The program director** has a master's degree in social work from a CSWE-accredited program_ with a doctoral degree in social work preferred. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, or other academic and professional activities in social work.

- *The program attests that the program director** has a master's degree in social work from a CSWE-accredited program_ and indicates additional education earned by the program director.*
- *The program attests that the program director has the ability to provide leadership to the social work program through:*
 - *Teaching*
 - *Scholarship*
 - *Curriculum development*
 - *Administrative or other relevant academic and professional activities in social work*

4.3.4(c) The program director's** assigned time to carry out the administrative functions specific to the responsibilities of the social work program is commensurate with the program's full-time equivalent (FTE) of students.

- *The program describes the procedures for calculating the FTE of students.*
- *The program describes the procedures for calculating the program director's assigned time in relation to the student FTE.*
- *The program provides the program director's workload.*
- *The program provides the program director's assigned percentage to carry out administrative functions specific to the responsibilities of the social work program.*
- *The program describes whether this time is sufficient to administer the social work program.*

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- 4.3.5(a)** The program has a field education director** who administers all program options. The field education director has a full-time appointment to social work. Institutions with both baccalaureate and master's programs may have the same field education director appointed to both programs.
- *The program identifies the field education director,** who administers all program options.*
 - *The program provides documentation that the field education director has a full-time appointment to social work.*
 - *If applicable, institutions with both baccalaureate and master's programs identify the field education directors appointed to each program.*
- 4.3.5(b)** The field education director** has a master's degree in social work from a CSWE-accredited program* and has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative or other relevant academic and professional activities in social work.
- *The program attests that the field education director has a master's degree in social work from a CSWE-accredited program* and has the ability to provide leadership to the field education program through:*
 - *Practice experience*
 - *Field instruction experience*
 - *Administrative or other relevant academic and professional activities in social work.*
- 4.3.5(c)** The field education director's** assigned time to provide educational and administrative leadership for field education is commensurate with the program's full-time equivalent (FTE) of students.
- *The program describes the procedures for calculating the FTE of students.*
 - *The program describes the procedures for calculating the field director's assigned time in relation to the student FTE.*
 - *The program provides the field director's workload.*
 - *The program provides the field director's assigned percentage to carry out administrative functions.*
 - *The program describes whether this time is sufficient to provide educational and administrative leadership for field education.*
- 4.3.6** The program has sufficient personnel and technological support to administer the field education program.
- *The program provides an organizational chart for the administration for field education.*
 - *The program describes whether its resources are sufficient to administer field education, including:*
 - *Personnel*
 - *Technological support*
 - *The program addresses all program options and, if applicable, describes any differences.*

Educational Policy 4.4—Resources

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

Accreditation Standard 4.4—Resources

- 4.4.1** The program uses its budget development and administration process to achieve its mission, address challenges, and continuously improve the program. The program has sufficient financial resources to achieve its mission.
- *The program describes the process for budget development and administration it uses to:*
 - *Achieve its mission*
 - *Address challenges*
 - *Continuously improve the program*
 - *The program submits the COA Budget Form for the baccalaureate or master's program.*
 - *The program describes whether its financial resources are sufficient to achieve its mission.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 4.4.2** The program has sufficient support staff to carry out its educational activities and achieve its mission.
- *The program describes its support staff or other personnel structure.*
 - *The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 4.4.3** The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.
- *The program submits the COA Library Report to demonstrate access to social work and other informational and educational resources.*
 - *The program describes whether its library resources are sufficient to achieve its mission.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 4.4.4** The program has sufficient technological access and technology support and, if applicable, office and classroom space to achieve its mission.
- *The program describes its technological access and technology support and, if applicable, office space and classroom space.*
 - *The program describes whether these resources are sufficient to achieve its mission.*
 - *The program addresses all program options and, if applicable, describes any differences.*

4.4.5

The program has sufficient resources and supports that reduce barriers while optimizing accessibility and equity for all its students.

- *The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:*
 - *Supportive technology*
 - *Student services*
 - *Physical spaces, if applicable*
- *The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.*
- *The program addresses all program options and, if applicable, describes any differences.*

Educational Policy 5.0—Assessment

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

Assessment of student learning outcomes is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students' demonstration of the social work competencies through the use of multidimensional assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized effective methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of social work competencies.

Program effectiveness is assessed as evidenced by the program's graduation rates and postgraduation outcomes including employment rates, higher education acceptance rates, and licensure pass rates. Data related to program effectiveness are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

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

Accreditation Standard 5.0—Assessment

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

- *The program submits the COA Assessment Plan Form*
- *The plan includes:*
 - *At least two instruments that assess each competency and any additional competencies added by the program. One of the assessment instruments is based in real or simulated demonstration of student achievement in field education.*
 - *The procedure by which each instrument is implemented*
 - *When each competency is assessed*
 - *By whom each competency is assessed*
 - *An explanation of the expected level of student achievement:*
 - *The expected level of achievement of each competency for each instrument*
 - *How the program calculates student achievement for each instrument*
 - *How the program calculates student achievement for each competency, including all instruments used*
 - *Copies of all instruments used to assess all identified competencies, including assignment descriptions, scoring rubrics, and other relevant materials.*
- *The program addresses all program options and, if applicable, describes any differences.*

5.0.1(b) The program has process for determining outcomes for each of the identified competencies in its Assessment Plan.

- *The program submits the COA Assessment Outcome Form to provide its most recent year of summary data from its Assessment Plan [AS 5.0.1(a)].*
- *The program describes its calculations for each of the identified competencies, including all instruments.*
- *The program provides its data in relation to its expected level of student achievement for each competency.*
- *If applicable, the program provides data for each program option and in aggregate.*

- 5.0.1(c)** The program has a process to formally review its assessment plan and data related to student achievement of each competency. The program uses its assessment data to make specific changes.
- *The program describes the process used to formally review its assessment plan and data related to student achievement of each competency.*
 - *The program describes specific changes made based on student achievement of each competency, with clear links to the data presented in 5.0.1(b).*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 5.0.1(d)** The program posts its assessment plan and summary data publicly on its webpage. The findings are updated every two years, at minimum.
- *The program submits COA Form AS 5(B) or COA Form AS 5(M) to report its assessment plan and most recent assessment summary data.*
 - *The program provides a hyperlink to the program's webpage where the assessment plan and summary data are publicly displayed.*
 - *If applicable, the program provides data for each program option and in aggregate.*
- 5.0.2(a)** The program has a systematic plan to assess ADEI efforts within the program's implicit curriculum (AS 2.0.2).
- *The program identifies at least one of its ADEI efforts related to the implicit curriculum reported in AS 2.0.2.*
 - *The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.*
 - *The program explains its data collection procedures.*
 - *The program provides copies of all tools used to assess ADEI efforts (e.g., instruments, protocols).*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 5.0.2(b)** The program has a process to formally review its ADEI assessment plan and findings. The program makes specific changes to its implicit curriculum based on its findings, with clear links to data.
- *The program presents its ADEI assessment findings from the most recent year.*
 - *The program describes the processes used to formally review its ADEI Assessment Plan [AS 5.0.2(b)].*
 - *The program describes the processes used to formally review its ADEI Assessment Findings.*
 - *The program describes specific changes made to the implicit curriculum based on its most recent assessment findings, with clear links to the data.*
 - *The program addresses all program options and, if applicable, describes any differences.*

5.0.3

The program monitors its program effectiveness through [graduation rates](#) and at least one of its graduates' [postgraduation outcomes](#) annually (i.e., [employment rates](#), [higher education acceptance rates](#), [licensure pass rates](#)). The benchmarks for graduation rates and each chosen postgraduation outcome, as well as the annual collection period, are determined by the program.

- *The program identifies the postgraduation outcomes it monitors.*
- *The program provides the program-determined benchmark and benchmark rationale for its graduation rates and identified postgraduation outcomes.*
- *The program provides a minimum of the three most recent years of available graduation rates and identified postgraduation outcomes and presents the data. Data are reported for each program option (with the exception of licensure pass rates) and in aggregate, including all program options.*
- *The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified postgraduation outcomes.*

Appendix: 2022 EPAS Glossary

The 2022 EPAS glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

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-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.
Behaviors	Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.
Clients and constituencies	Those served by social workers, including individuals, families, groups, organizations, and communities.
Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)	<ul style="list-style-type: none">• Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.• Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior.• Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.
Competency-based education framework	A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design	Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design must be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.
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.
Due process (AS 4.1.7)	Refers to appeals and grievance processes.
Employment rate (AS 5.0.3)	Percentage of graduates who are employed within one year of graduation. Data are reported for each program option and in aggregate, including all program options. The benchmark for employment rates is determined by the program because of its 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.
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).
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.

Faculty	Refers to full- or part-time faculty, lecturers, or adjuncts.
Field education hours (AS 3.3.3)	Real-time encounters with clients and client systems through in-person and technology-supported interactions in the field setting.
Full-time equivalent (FTE) (AS 4.2.3)	Refers to the institution's calculation of full-time faculty and students. Programs should calculate ratios that include full- and part-time faculty (not field instructors at field settings) and full- and part-time students in the full-time equivalency calculation.
Graduation rate (AS 5.0.3)	Percentage of students who graduate the program per academic year. The benchmark for graduation rates is determined by the program because of its context. Context includes the needs and opportunities associated with the setting and program options and historical, political, economic, environmental, social, cultural, demographic, local, regional, and global factors.
Higher education acceptance rate (AS 5.0.3)	Percentage of graduates who are accepted into higher education, including master's and doctoral programs of any discipline, within one year of graduation. Data are reported for each program option and in aggregate, including all program options. The benchmark for higher education acceptance rates is determined by the program because of its 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.
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.
Interprofessional education	Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength. (Source: World Health Organization. (2010). Framework for action on interprofessional education & collaborative practice. Geneva: World Health Organization.)

Intersectionality	A paradigm for understanding social identities and the ways in which the breadth of human experience is shaped by social structures.
Licensure pass rate (AS 5.0.3)	The program's most recent annual licensure examination pass rate for graduates, within one year of graduation. Data are reported in aggregate, including all program options. The benchmark for licensure pass rates is determined by the program because of its context. Context includes the needs and opportunities associated with the setting and program options and historical, political, economic, environmental, social, cultural, demographic, local, regional, and global factors.
Postgraduation outcomes (AS 5.0.3)	Postgraduation outcomes for CSWE-accredited programs are indicators of program effectiveness and include employment rates, higher education acceptance rates, and licensure rates. Programs are required to report at least one outcome area for compliance with AS 5.0.3. Data are reported for each program option (with the exception of licensure pass rates) and in aggregate, including all program options.
Post-social work degree practice experience (AS B/M 3.3.6, AS M4.2.2)	<ul style="list-style-type: none">• The minimum requirement of two years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.• Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.• Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency, and paid experience as a consultant in the areas of the individual's practice expertise. It does not include academic appointments.
Practice courses (AS 4.2.2)	It is within the purview of the program to define which courses they consider to be social work practice courses.
Principal assignment (AS B4.2.1, M4.2.1)	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.

Professional advising (AS 4.1.6)	Professional advising typically focuses on postgraduation preparation for entry into the profession, which could include professional coaching, career development, licensure preparation, interviewing tips, and career material prep such as a résumé, portfolio, or online professional presence.
Professional performance (AS 4.1.7)	Professional performance criteria may include adhering to an educational or professional code of conduct, code of ethics, or behavioral expectations in the field setting, classroom, or community.
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.
Recognized accrediting organization (AS M4.2.1)	The accrediting organizations identified in the Council for Higher Education Accreditation (CHEA) directory. Recognition by CHEA affirms that the standards and processes of the accrediting organization are consistent with the academic quality, improvement, and accountability expectations that CHEA has established, including the eligibility standard that the majority of institutions or programs each accredits are degree-granting.
Signature pedagogy	Forms and styles of teaching and instruction that are central to a specific discipline, area of study, or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.
Simulated practice situations (AS 5.0.1)	Modalities that replicate real practice situations to facilitate the demonstration of student competence.
Specialized practice	Specialized practice builds on generalist practice, as described in Educational Policy 3.2, by integrating the social work competencies that manifest in holistic professional practice. Specialized practitioners extend social work knowledge, values, skills, and cognitive and affective processes and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention.

**Transfer of social
work credits
(AS 4.1.4)**

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



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